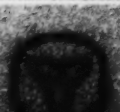
EVALUATION OF THE SECOND LANGUAGE LEARNING (FRENCH) PROGRAMS IN THE SCHOOLS OF THE OTTAWA AND CARLETON BOARDS OF EDUCATION, VOLUME I

French Proficiency of Immersion Students at the Grade 12 Level

FRANCES MORRISON, Principal Investigator
CATHERINE PAWLEY

This research was funded under contract by the Ministry of Education, Ontario. It reflects the views of the author and not necessarily those of the Ministry.

The Honourable Bette Conway, Minister



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ABSTRACT

The French proficiency of Grade 12 students was one of three topics investigated in 1984 as part of the on-going research on second language learning in the Ottawa Board of Education supported by contracts with the Ministry of Education since 1973. These students, who entered Kindergarten in 1971, had been in early- or late-entry immersion programs at the elementary level, typically followed by 10 to 12 courses in French during high school. The cumulative amount of time in French averaged from 6500 to 7000 hours for early-entry students and from 3000 to 4000 for late-entry. The analysis groups included students who had been in the early-entry program at least since Grade 4 and those who had had the full late-entry program, starting in Grade 6 in Ottawa and in Grade 7 in Carleton; each group consisted of about 70 students.

Three tests of French proficiency were given to these Grade 12 students, two developed by staff at the University of Ottawa and the third by the research team. Scores on the Test of French Proficiency which would be sufficiently high to excuse them from the required French Language course at the university were obtained by 93 per cent of the early-entry students and 90 per cent of the late-entry group. Moreover, the Grade 12 mean scores were considerably higher than the post-test means of a group of anglophone students at the university who had just completed an experimental program in which first year psychology had been taught in French. However, no significant differences were found between the early- and late-entry groups on the two tests taken at the University of Ottawa.

On an individual speaking test designed to examine the fluency and communicative competence of the Grade 12 students, the mean scores of the early-entry group were found to be significantly higher than those of the late-entry students, both on the test as a whole and on the three subtests.

Although the instruments used in 1984 at the Grade 12 level had not been given previously to any Ottawa or Carleton groups, it was possible to compare the general results with those of previous years. In 1981, significant differences had been found between the early- and late-entry Grade 10 groups on all five of the measures used. When a different set of tests was used with the K-71 cohort at the Grade 10 level in the following year, fewer differences were found, possibly because some of the tests were less sensitive.

A regression analysis indicated that a combination of several French proficiency test scores from Grades 8 and 10 could lead to a multiple correlation of 0.70 with the Test of French Proficiency and with a dictation test taken at the University of Ottawa. Simple correlations of these criterion measures with the earlier tests tended to be between 0.50 and 0.60.

Data collected so far suggest that differences between the early- and late-entry immersion students may decrease as they progress through high school. Moreover, there is a considerable overlap in the score distributions of the two groups and both achieve a commendable standard of proficiency when compared with other groups. The results of this study also show that French proficiency tests taken at the Grade 8 level can be effective predictors of results obtained in Grade 12.

ELEVENTH ANNUAL REPORT: PART I

FRENCH PROFICIENCY OF IMMERSION STUDENTS AT THE GRADE 12 LEVEL

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INTRODUCTION

In the fall of 1971 a group of nearly 450 children entered French immersion programs at the Kindergarten level in the schools of the two public boards in the Ottawa-Carleton area. By Grade 8, of the 288 students who had not moved away from the area, two-thirds were still in French immersion in an elementary school or in a bilingual or extended French program in high school or elsewhere. At the Grade 9 level, the proportion in such a program had dropped slightly, to 61 per cent. By the fall of 1983, 260 of these students were still present in an Ottawa or Carleton Board school, most of them in Grade 12, and 40 per cent of them had continued in a program emphasizing French instruction to the end of Grade 12.

Also in Grade 12 during the 1983-84 school year was another group of students who had entered a late-entry immersion program at the Grade 6 level in the schools of the Ottawa Board of Education or at the Grade 7 level in Carleton Board schools and who had continued in the bilingual program at the high school level.

Those students who entered Kindergarten in the fall of 1971 are usually referred to as the K-71 cohort, and include the first large group of early immersion students to reach Grade 12. A large amount of data related to French proficiency has been collected over their entire school career, and it was very desirable to obtain information about the French proficiency of this well-studied group at the end of Grade 12 and to make preparations for following the progress of these students after they leave secondary school.

There were also numerous other students present in bilingual high school programs at the Grade 12 level. These students had entered the program at some other time than the two specific entry points mentioned above. Their backgrounds are diverse and often not much is known about the program followed prior to entering one of the Ottawa or Carleton Board schools, although many of them had attended a separate school in the area.

The 1984 contract with the Ministry of Education included as one of the major topics of investigation an examination of the French proficiency of immersion students in the K-71 cohort, including a comparison of the results obtained for the early- and late-entry groups.

PROCEDURES

Groups Tested

In Ottawa graduates from both the early- and the late-entry programs, along with some students having a variety of other backgrounds, attend three secondary schools which offer bilingual programs. The situation has been different for some of the Carleton groups in the present study, with the early-entry students being largely grouped at two schools and the late-entry ones at three others. The typical student in these programs took 10 to 12 credits in French.

The cumulative amount of time in French for early-entry students in Ottawa and Carleton schools was similar and averaged from 6500 to 7000 hours. For the late-entry students who had reached the Grade 12 level the cumulative time averaged about 3000 hours in the Carleton schools and almost 4000 hours in Ottawa schools. This was the first year that Grade 12 students in the Ottawa late-entry immersion program had received 40 minutes a day prior to entering immersion in Grade 6. The Carleton students in the K-71 cohort had received 20 minutes of French daily before entering immersion, as had been the case in Ottawa for the late-immersion students tested at the Grade 12 level in earlier years. The appendix contains a table showing the amount of time spent in French at each grade level and the average cumulative time for each type of immersion group reaching Grade 12 in the two boards in the 1983-84 school year.

All bilingual program classes in Grade 12 were tested. Table 1 indicates the number of students in each program, as well as the number of schools represented. It can be observed that in each case the total number of students in a group is considerably greater than the number whose scores were included in the analyses. Students were usually included in the early-entry analysis group if they had been in the program since Grade 4 or earlier, while those in the late analysis groups had all experienced the full program in Ottawa or Carleton. Since the numbers of students in the various groups in each board was small, the results of students in the two boards were combined and two analysis groups consisted of those who had an early-entry and those who had a late-entry immersion background.

TABLE 1

GRADE 12 EARLY- AND LATE-ENTRY GROUPS TESTED,
OTTAWA AND CARLETON, SPRING 1984

Group	No. of students in program	No. in analysis group	No. of schools
OBE early-entry	68*	56	3
OBE late-entry	40*	30	3
CBE early-entry	19	15	2
CBE late-entry	54	39	3

*Students from early- and late-entry immersion were mixed in most of these classes, along with students from various other backgrounds.

Instruments

Three tests were administered to the Grade 12 student groups described in the previous section. Two of these had been developed for use at the University of Ottawa and the third test was constructed by the research team. The assistance of the staff of the University of Ottawa Centre for Second Language Learning in making their tests available and in providing experienced testers is much appreciated. Additional details concerning each of the tests is given below.

Test of French Proficiency (University of Ottawa). Equivalent forms of this test are used to determine whether students entering the University of Ottawa fulfil the requirements of the university without further French language courses. Version 83B (September 1983) was the form used in this study. The test consists of a series of multiple-choice subtests intended to evaluate listening and reading comprehension. The passing mark is 70 per cent and students who have reached this level have fulfilled the language requirements of the university without taking further French language courses. The pass mark is interpreted as indicating that examinees have a minimal ability to understand the content of material which might be used in introductory courses given in French; however, it is felt that without further French language training students at this level do not have adequate proficiency to follow courses intended for francophones.

The first part of the University of Ottawa Test of French Proficiency is a test of listening comprehension consisting of 30 items based on excerpts of dialogue and lecture-type material. The 30 items in Part II (Reading) relate to three types of written material: a letter, an article, and a passage from a text. Part III is a 30-item cloze-type test, in which the reader is to select from given choices the appropriate words or phrases to fill blanks left in a continuous text. The test requires 75 minutes for completion.

Language Pre-test (Psychology). This test was developed to measure the improvement in French language performance of a group of English-speaking first year university students participating in an "immersion" experiment conducted by the School of Psychology and the Centre for Second Language Learning at the University of Ottawa. In this program the lectures and textbook for the course in introductory psychology were in French. Additional assistance in understanding the course material was provided by a professor who specializes in teaching French as a second language to English-speaking students. Thirty-two students with initial scores of 50 to 80 per cent on the university's French Proficiency test had successfully completed this course. At the end of a two-semester course the students in this experimental program obtained significantly higher scores on the post-test than they had received on the pre-test.

The test was in two parts, one consisting of five open-ended questions on a text on dwindling natural resources which was heard from a tape and the other a dictation consisting of material on the origins of genius. Each subtest required 15 minutes and the maximum possible scores were 12 for Subtest 1 and 113 for Subtest 2. The scoring procedures are described later, in the section dealing with test results.

French Speaking Test. This test was based on procedures used elsewhere in testing speaking proficiency in second languages, including English and French, but it was developed and administered by staff of the Research Centre of the Ottawa Board of Education. The test consisted of three sections intended to test the fluency and communicative competence of the student. The total time required was 15 to 20 minutes.

In the first part of the test the student was provided with a schedule of events which were to take place during several days of an anniversary celebration at a senior citizens' centre. The student was then asked to make an announcement to an imaginary group of senior citizens about these events; following this announcement the student was asked specific questions to determine whether he or she had understood some of the more difficult vocabulary in the schedule.

The second section required the student to tell what was happening in each of a series of related pictures. The examiner asked questions to obtain a fuller explanation if this appeared to be necessary. Again, the questions attempted to elicit specific vocabulary (l'hôtesse, ceinture de sécurité, etc.) if it had not already been produced spontaneously.

For the third part of this test the student was given two summer job advertisements, along with a brochure about the locale or business involved. The two possibilities were very different, since one involved working and living in a summer resort hotel, while the other was a city tour guide position and the student would be able to live at home. After allowing a short time for reading the material, the tester asked the student to make a choice between the two imaginary positions and to justify this choice. Again other questions were asked to elicit additional information in order to make it possible for the tester to establish a rating of the speaking proficiency of the student.

Aptitude. In previous studies at the elementary level in the Ottawa and Carleton Boards (Pawley, 1980) it had been found that mean scores on scholastic aptitude tests for the students in French immersion classes tended to be higher than those of students in the regular English stream. Scores were available for three subtests of the Differential Aptitude Test (Psychological Corporation, 1966), Verbal Reasoning (VR), Numerical Ability (NA), and Abstract Reasoning (AR). These tests had been given at the Grade 9 level in Ottawa and in some Carleton schools and it was therefore possible to compare the results for students in the early-entry and the late-entry immersion groups.

Analyses

Scholastic ability. For each of the aptitude tests, the mean and standard deviation of the scores were obtained for the students in the early- and late-entry groups in Ottawa, as well as for other students enrolled in the French language classes tested at the Grade 12 level. Table 2 shows the results of these tests for the three subgroups. There were no significant differences among the mean scores on any of the measures.

TABLE 2

MEAN APTITUDE TEST SCORES FOR GRADE 12 BILINGUAL PROGRAM STUDENTS, OTTAWA AND CARLETON, 1984

Group	Verbal Reas.			Numerical Abil.			Abstract Reas.		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Primary-entry	27.4	9.1	67	24.3	7.0	67	38.0	5.8	68
Late-entry	28.0	8.5	68	27.4	6.9	52	38.3	4.9	41
Others	27.4	8.3	45	26.5	11.0	37	40.6	11.1	30

Analysis of variance. For each measure used, the mean and standard deviation were calculated for the students in the various analysis groups who were present to take the test. Analyses of variance, followed by Scheffé post hoc procedures as necessary, were carried out to determine whether differences between the groups were statistically significant. Since the mean scores on the aptitude measures had shown no significant differences between groups, an analysis of covariance was not carried out.

RESULTS

Test of French Proficiency (University of Ottawa)

As noted earlier, this is a test used to determine whether students entering the university can fulfil the requirements of the university regarding knowledge of French without further courses in the langauage. The test consists of three subtests, each with 30 objective items; however, the total score is expressed as a percentage of the possible score of 90, and a mark of 70 per cent or more is required for the student to be excused from French language courses.

The results on each of the subtests for the students in the analysis groups who were present to take this test are shown in Table 3. Each of the subtests had a possible maximum score of 30 and it will be observed that the mean score for the students in each of the subtests was over 80 per cent of the possible score.

TABLE 3

TEST OF FRENCH PROFICIENCY (UNIVERSITY OF OTTAWA): SUBTEST SCORES, GRADE 12 BILINGUAL PROGRAM, OTTAWA AND CARLETON, SPRING 1984

Group	No. of cases	Listening		Reading		Cloze	
		Mean	SD	Mean	SD	Mean	SD
Early-entry	72	25.8	3.7	24.9	4.3	24.4	2.5
Late-entry	68	25.1	3.7	25.1	4.3	24.3	2.4
Others	97	26.0	3.9	25.5	4.5	24.7	2.7

There were no significant differences among any of the three subgroups on the Listening, Reading, or Cloze subtests of the University of Ottawa Test of French Proficiency. The intercorrelations between the listening test and the other two were 0.38 and 0.36 respectively for the total group of 237 students tested, while the correlation between the reading and the cloze test was 0.28. Although these values are significant at the 0.001 level, they are relatively low, probably because of the restricted range of scores within the group. For the total group of 2633 students tested at the University of Ottawa in September 1983 the intercorrelations between pairs of these three tests ranged from 0.69 to 0.75.

The frequency distributions of the total percentage scores for the various groups are shown in Table 4. It may be seen that a high proportion of each group scored at the upper levels of this test. From 70 to 75 per cent obtained 80 per cent or higher, and 10 per cent or less of each of the three groups obtained scores below the 70 per cent pass mark. The total score when converted to a per cent gave means ranging from 82.8 to 84.6 per cent for the three groups, as shown in Table 4. Again there was no statistically significant difference between the groups. The mean score for 2633 students taking the same form of the test at the University of Ottawa in 1983 was 51.8, with a standard deviation of 21.5.

TABLE 4

FRENCH PROFICIENCY TEST: DISTRIBUTION OF TOTAL SCORES,
GRADE 12 BILINGUAL PROGRAM, OTTAWA AND CARLETON, SPRING 1984

Score in per cent	Early-entry		Late-entry		Others	
	N	%	N	%	N	%
95-99	5	7	3	4	9	9
90-94	15	21	20	30	28	29
85-89	15	21	9	13	17	18
80-84	18	25	15	22	18	19
75-79	9	12	6	9	11	11
70-74	5	7	8	12	5	5
65-69	2	3	5	7	5	5
60-64	2	3	2	3	3	3
55-59	0	0	0	0	1	1
50-54	1	1	0	0	0	0
Mean	83.5		82.8		84.6	
SD	9.0		8.9		9.1	
N	72		68		97	

Language Pre-test (Psychology)

Through the co-operation of the Centre for Second Language Learning at the University of Ottawa the Grade 12 students tested in the spring of 1984 took a test developed to measure the improvement in French language performance of an experimental group of students for whom French was a second language and who took the first-year psychology course in French. One part of this test evaluated listening comprehension and consisted of five open-ended questions with a maximum possible score of 12. The second subtest was a dictation test, with a maximum possible score of 113.

Listening comprehension. The results for the various groups of Grade 12 students who took this first subtest are shown in Table 5. There were no significant differences among any of the groups.

TABLE 5

LANGUAGE PRE-TEST (PSYCHOLOGY): LISTENING COMPREHENSION, GRADE 12 BILINGUAL PROGRAM, OTTAWA AND CARLETON, SPRING 1984

Group	Mean	SD	N
Early-entry	5.2	1.6	72
Late-entry	5.3	2.4	65
Other	5.3	2.2	96

The results achieved by the psychology immersion group can be used for comparison, although it should be remembered that most of these students did not have immersion experience in elementary or secondary school. At the beginning of the course this psychology group had an average score of 3.1 and at the end of the two-semester course the average was 4.0. The mean scores of the three bilingual program groups were all considerably higher than either the pre- or the post-test score of the psychology students.

Dictation. The second part of the test consisted of a dictation which took about 15 minutes. Two scoring methods were used; one required the exact reproduction of each word including spelling, while the second method required only that the student showed understanding of each word in context; incorrect spelling and even substitutions were considered acceptable if the sentence reflected the same meaning as the dictated text. For either method, the maximum possible score was 113. The correlation between the results obtained from the two scoring methods was 0.88, indicating that they gave very similar rankings of the students, although there were, of course, differences in the mean scores.

The mean scores for the dictation test, as obtained by the two scoring methods for the three subgroups identified, are shown in Table 6. Again there were no significant differences among the groups. The correlation between scores on the dictation and the listening comprehension subtests was 0.27, indicating that the two parts of the pre-test were relatively independent.

When the dictation test results were compared with those of the psychology group, it was also found that the scores of the bilingual program groups were substantially higher. Using scoring method 1 the pre- and post-test scores of the psychology group were 32.3 and 43.5 respectively. With the second scoring method, the mean pre-test score of the Grade 12 group was 55.6 and the post-test mean was 71.8.

TABLE 6

LANGUAGE PRE-TEST (PSYCHOLOGY): DICTATION,
GRADE 12 BILINGUAL PROGRAM, OTTAWA AND CARLETON, SPRING 1984

Group	Scoring method 1		Scoring method 2		N
	Mean	SD	Mean	SD	
Early-entry	69.0	15.7	87.8	12.8	72
Late-entry	65.1	14.7	84.7	12.4	65
Other	69.5	17.2	87.7	13.2	96

Correlations between the scores on each part of the psychology pre-test and on the other tests used with former immersion students in the spring of 1984 are shown in Table 7. The highest correlation was between the total scores on the French Proficiency Test and the Dictation I score, where the value of 0.49 indicates that the two measures had 24 per cent of their variance in common. The corresponding correlation coefficient for a group of 77 psychology students at the University of Ottawa was 0.43.

TABLE 7

CORRELATIONS WITH LANGUAGE PRE-TEST (PSYCHOLOGY) SCORES,
GRADE 12 BILINGUAL PROGRAM, OTTAWA AND CARLETON, SPRING 1984

Test	Correlation with Psychology pre-test		N
	Listening	Dictation I	
French Proficiency (U. of O.)			
Listening	0.28	0.36	223
Reading	0.27	0.35	223
Cloze	0.19	0.43	223
TOTAL	0.34	0.49	223
Speaking (OBE)			
TOTAL	0.21	0.52	87

French Speaking

A sample of 48 early-entry and 57 late-entry students who had taken at least one of the two tests at the University of Ottawa also were given an individual French speaking test. The three parts of this test, which were described earlier, were designed to examine the fluency and communicative competence of the student.

Each subtest was scored by the same trained francophone tester, using a five-point rating scale. Each point on the scale was accompanied by a description of the typical performance at that level. It was also possible to indicate through the use of half-scores a proficiency which seemed to exceed that described at one level but not equal to that of the next level. Table 8 gives the description associated with each rating used with these students. The correlations among the subtests ranged from 0.86 to 0.92, suggesting the use of the total score alone as a global measure of speaking ability.

TABLE 8

DESCRIPTIONS USED FOR SCORING OF 1984 GRADE 12 FRENCH SPEAKING TEST

Rating 2: Speech is frequently hesitant and jerky, but the student manages to rephrase and continue, sometimes with inconsistent or incomplete passages. Although there is general accuracy in basic grammatical construction, errors exist. Vocabulary is adequate for basic conversations, although the limitations of vocabulary prevent precision and more detailed conversation. Pronunciation and accent, though sometimes faulty, almost never impede meaning.

Rating 3: Speech may still be somewhat uneven, with bursts of fluency ending with a groping for words or construction. Cannot sustain coherent structures in longer more complex utterances or unfamiliar situations and the ability to give precise information is limited. Some hesitation and circumlocution or rephrasing is necessary due to the limitations of vocabulary. Has control of elementary constructions quite accurately, but errors occur in the more complex ones. Pronunciation, though not perfect, is intelligible. A fair amount of relevant information is conveyed, although not always in a manner appropriate to audience and situation.

Rating 4: Speech is generally continuous, but may include some slight hesitation or stumbling. There are only a few errors of grammar and the vocabulary is generally appropriate with a fairly good range of more precise words. There are few errors or hesitations of accent and pronunciation. Most of the relevant information is conveyed, usually in an appropriate manner.

Rating 5: Speech is natural and continuous with no grammatical errors. Any pauses correspond to those that might be made by a native speaker. Vocabulary is appropriate, extended and varied. Pronunciation is excellent. All relevant information is conveyed in a manner appropriate to the situation.

Table 9 shows the means and standard deviations of scores obtained on the three subtests and on the entire test by the sample groups of early- and late-entry students. On each of the subtests the mean rating for each group fell between three and four; Table 8 can be used to obtain an indication of the speaking proficiency of these students. Although there is a relatively small difference in the mean ratings obtained by the two groups, the difference for each subtest and for the total test is significant.

TABLE 9

FRENCH SPEAKING TEST: SUBJECT SCORES,
GRADE 12 EARLY- AND LATE-ENTRY GROUPS, OTTAWA AND CARLETON,
SPRING 1984

Test	Early-entry			Late-entry		
	Mean	SD	N	Mean	SD	N
Subtest 1	3.5**	0.6	48	3.2	0.6	57
Subtest 2	3.6*	0.6	48	3.3	0.6	57
Subtest 3	3.8**	0.6	48	3.4	0.7	57

* Mean of the early-entry group significantly greater than that of the late-entry group ($p < 0.05$)

** Mean of the early-entry group significantly greater than that of the late-entry group ($p < 0.01$)

Figure 1 shows more clearly that although the range of scores is similar, a higher proportion of the early-entry students scored at the higher levels, while a greater proportion of the late-entry students had scores at the lower levels. Additional details as to the distribution of the total scores will be found in Table 10.

FIGURE 1

FREQUENCY DISTRIBUTIONS OF FRENCH SPEAKING TEST: TOTAL SCORE,
GRADE 12 EARLY- AND LATE-ENTRY GROUPS,
OTTAWA AND CARLETON, SPRING 1984

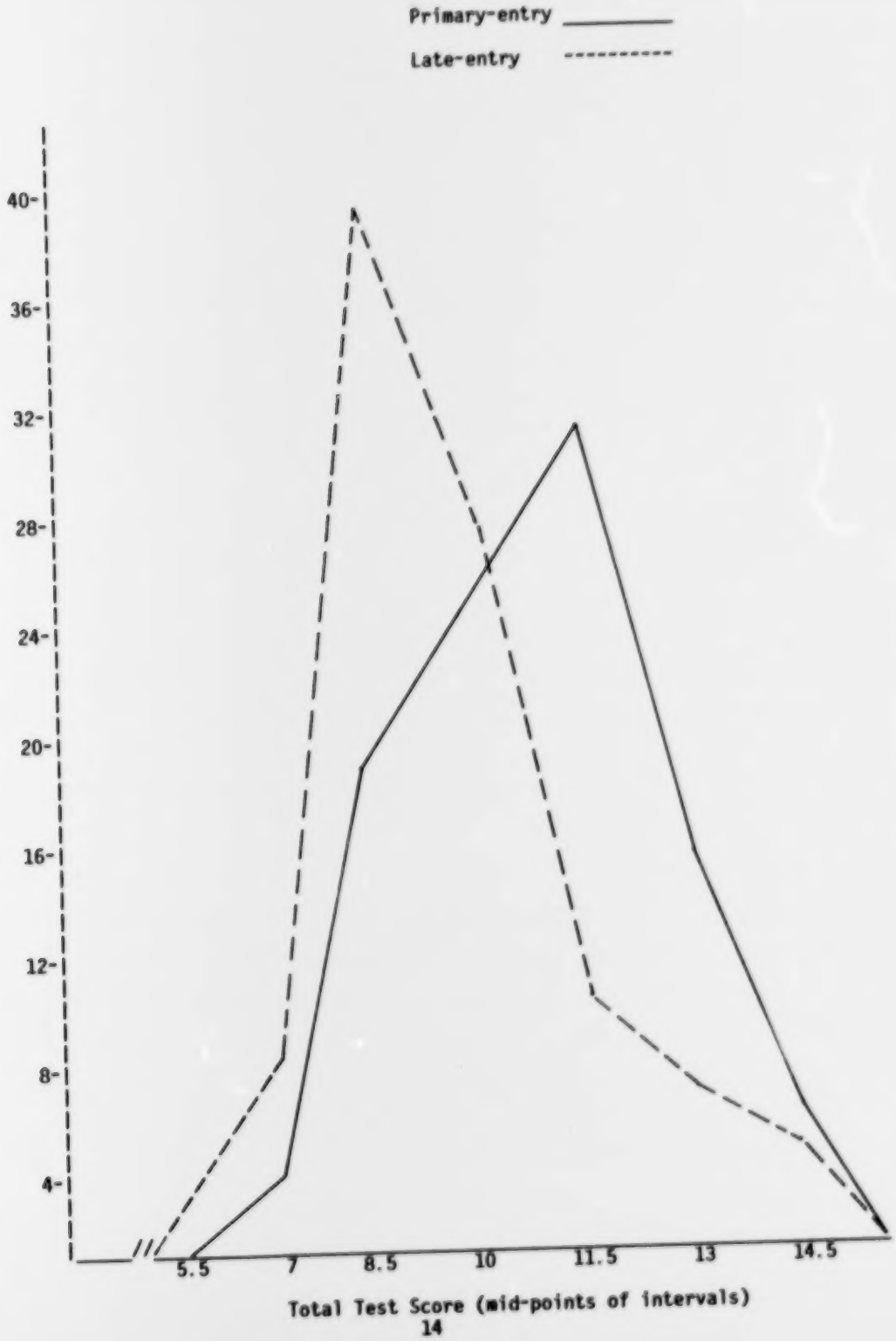

TABLE 10

FRENCH SPEAKING TEST: DISTRIBUTION OF TOTAL SCORES, GRADE 12 EARLY- AND LATE-ENTRY GROUPS, OTTAWA AND CARLETON, SPRING 1984

Total score	Early-entry N	Early-entry %	Late-entry N	Late-entry %
15+	1		0	
14.5	1		3	
14	1	8	0	7
13.5	1		1	
13	3		3	
12.5	3		0	
12	4	27	3	14
11.5	3		2	
11	8		1	
10.5	8		2	
10	0	42	6	30
9.5	4		8	
9	7		15	
8.5	2		3	
8	0	23	4	46
7.5	2		4	
7	0		1	
6.5	0		0	
6	0	0	1	3
Mean	10.9**		9.8	
SD	1.7		1.9	
N	48		57	

** Mean of the early-entry group significantly greater than that of the late-entry group ($p < 0.01$)

The taped tests of 29 students were re-scored by the same tester after an interval of one month. For all of the subtests there was a tendency for the tester to give a higher score the second time. The difference was not significant when the distribution of total scores was examined, and the correlation between the two sets of total test scores was 0.81.

Correlations between the speaking test total score and the other tests administered to Grade 12 students in the spring of 1984 are shown in Table 11. The highest correlations with the total score on the speaking test involved the cloze subtest of the University of Ottawa French Proficiency test (0.44) and the Dictation I score of the psychology pre-test.

TABLE 11

CORRELATIONS WITH SPEAKING TEST: TOTAL SCORE,
GRADE 12 BILINGUAL PROGRAM, OTTAWA AND CARLETON, SPRING 1984

Test	r	N
Placement		
Listening	0.33	92
Reading	0.28	92
Cloze	0.44	92
TOTAL	0.44	92
Language pre-test		
Listening	0.22	87
Dictation I	0.52	87

The fact that the task of the listening test section of the language pre-test was not only to comprehend and retain what had been heard, but also to jot down a response in a very limited time probably contributed to the low correlations of this test with others. On the other hand, the dictation test may have required some of the same skills and a level of internalization of the language that would be required by the communicative-type speaking test.

COMPARISONS WITH PREVIOUS YEARS

The instruments used with Grade 12 in 1984 had not been used previously with any groups within the Ottawa and Carleton Boards, but it is possible to compare the general results with those of previous years. The main emphasis of the 1982 contract was the examination at the Grade 10 level of the French proficiency of graduates of early- and late-entry immersion who continued in high school bilingual programs. A test of reading and language usage designed for francophone students was given to students in Grades 8 through 12 of bilingual high school programs in order to allow a cross-sectional comparison to be made. In addition, a sample of writing in French was obtained from the Grade 10 students, some of whom also took the Public Service Commission tests and a locally constructed speaking test.

It was also possible to compare the Grade 10 scores obtained in 1982 with those of the groups at the same grade level in the previous year and with groups who had been in Grade 8 in 1979 and 1980. These tests included several IEA tests, a cloze test, and others developed at the Ontario Institute for Studies in Education (OISE), as well as a test of written composition and an interview. A brief summary of these studies is given below; additional details will be found in the Seventh and Ninth Annual Reports to the Ministry (Morrison et al., 1980, 1982).

Grade 8 and Grade 10 Results, 1979 - 1982

Test de français. The form of this test which was used with Grades 10 to 12 in 1981 and 1982 was originally intended for Grade 10 (Secondaire IV) francophone students in Quebec. The last 60 items, which involve vocabulary, paragraph completion, and identification of grammatical errors, were administered in 1982 to students in Grades 10 to 12. There were no significant differences in the mean scores on this test between the early- and late-entry groups at the Grade 10 level in 1982 in either of the boards or between the corresponding program groups in the two boards. In the previous year, however, Grade 10 early-entry groups in both boards had significantly higher mean scores than the late-entry group in the same board on the total as well as on several part scores.

In 1980 and 1982 another level of the Test de français was administered to students in Grade 8 classes of both early and late immersion in Ottawa and Carleton. This test was intended for francophone students in Quebec at the Secondaire I level, and in all cases in both boards the early immersion students had significantly higher mean scores than the late-entry group.

French writing. The stimulus used to elicit a sample of French written expression from the groups of Grade 10 students tested took the form of a statement of personal opinion on a subject thought likely to evoke strong opinions in all students. The persuasive letter written by the student was scored holistically and on five "analytic" scales, in each case using a five-point rating scale. No significant differences were detected between early- and late-entry students in Ottawa or in Carleton on any of the six ratings. However, when the groups from Ottawa and Carleton were combined, on the Word Choice scale the early-entry group had significantly more ratings in the higher range than the late-entry group.

At the Grade 8 level the student was given 20 minutes to write a short composition in French on an assigned topic. For each composition a count was made of the number of words written and of the number of errors, and the average sentence length and the number of errors per hundred words were determined. In 1979 and 1980 the early-entry group had significantly fewer errors than the late-entry group in three of the four comparisons made. The groups also differed with respect to total length of composition in 1980 and average sentence length in 1979.

Test de mots à trouver. This cloze-type test was developed by OISE for use with immersion classes. The student is presented with a text of about 300 words in which every seventh word is missing and is asked to supply the missing words. One form of this test was used at the Grade 8 level in both 1979 and 1980 and a different form was given in Grade 10 in 1981. On all of these occasions the early-entry group had significantly higher mean scores than the late-entry group.

IEA tests. Several tests developed for use in international studies of second language were used in Grade 10 in 1981 and one of these was given to Grade 8 students in 1980. On all but one of the eight comparisons between early- and late-entry groups in the Ottawa Board or in the Carleton Board, the early-entry group had significantly higher mean scores.

Speaking test (structures). This test was designed to investigate the extent to which the students could produce certain grammatical structures correctly in French, and was administered to samples of students in Grade 8 and Grade 10 in the Ottawa and Carleton Boards in 1982. The early-entry students at both Grade levels who were tested in 1982 did significantly better than those who had been in late-entry programs in these two boards. The Grade 10 groups also had significantly higher mean scores than the Grade 8 groups in the same program.

Comparisons with 1984 Results

Table 12 summarizes the comparisons between late-entry and early-entry immersion students who were in the K-71 cohort at the Grade 8 and 10 level which were discussed in the preceding sections. This table includes the 1984 comparisons at the Grade 12 level and also comparisons involving other Grade 8 and Grade 10 groups. It will be noted that the early-entry students usually obtained higher mean scores than the late-entry students but in 1984 there were relatively few instances in which the differences were significant. At earlier grade levels, significant differences between these groups were more common, particularly in Grade 8.

The scores on the French speaking test given in 1984 to a sample of Grade 12 students from both programs showed significant differences between the early- and late-entry groups, both on the ratings given on the each of the subtests and on the total score. However, there were no significant differences between these groups on any of the other tests used in 1984. It is possible that some of the latter tests were not sensitive enough to detect differences between the two immersion groups.

For the tests taken at the University of Ottawa both groups obtained mean scores which were considerably higher than those of the groups for which the tests were intended. On the screening test, the passing mark was 70 per cent and this was obtained by 30 per cent of the university entrants who took the test in 1983, while 90 to 93 per cent of the immersion students reached this level. On the test used as a pre-test and a post-test for students in the experimental psychology course, the final rating on the listening test and the final score on the dictation test were both much higher for each of the immersion groups than the post-test scores for the university students.

For the Grade 10 groups tested in 1981 there were significant differences between the early- and late-entry groups on all five of the measures used, while the 1982 group at the same grade level did not show as many such differences when a different and possibly less sensitive set of tests was used. It is also possible that the two groups of Grade 10 students differed from each other in aptitude or motivation as well as in French proficiency, but the available data do not provide any information on this question.

The data collected so far suggest that differences in French proficiency between the early- and late-entry immersion students decrease as they progress through high school. Even in the early high school grades, when the mean scores tend to differ on most of the measures used, there is considerable overlap in the score distributions of the two groups. Although there may still be detectable differences between groups if the appropriate instrument is used, it is perhaps more important to emphasize the fact that students from both groups achieve a commendable standard of proficiency when compared with francophones, with anglophone students entering a bilingual university, and even with public servants taking the PSC examinations.

TABLE 12

COMPARISON OF FRENCH PROFICIENCY OF EARLY- AND LATE-ENTRY IMMERSION STUDENTS AT GRADES 8, 10, and 12 IN OTTAWA AND CARLETON, 1979 - 1982

Grade	Year	Measure	EFI < LFI ($p < 0.05$)		
			Ottawa	Carleton	Combined
8	1979	Compréhension auditive	yes	yes	---
		Compréhension de l'écrit	yes	yes	---
		Mots à trouver D	yes	yes	---
		Français I	yes	yes	---
		Composition: total length	no	no	---
		average sent. length	yes	yes	---
		error rate	yes	yes	---
8	1980	IEA IV Reading	yes	yes	---
		Mots à trouver D	yes	yes	---
		Français I	yes	yes	---
		Composition: total length	yes	yes	---
		average sent. length	no	no	---
		error rate	yes	no	---
		Interview Test	yes	yes	---
8	1982	Français I	yes	yes	---
		Speaking Test (Structures)	no	no	yes
10	1981	IEA IVS Listening	no	yes	---
		IEA IVS Reading	yes	yes	---
		IEA IV Writing	yes	yes	---
		Mots à trouver C	yes	yes	---
		Français IV	yes	yes	---
10	1982	Français IV	no	no	---
		French Writing: Holistic	no	no	no
		French Writing: Analytic -			
		Word Choice	no	no	yes
		Technical Skills	no	no	no
		Grammatical Skills	no	no	no
		Content & Ideas	no	no	no
		Organization	no	no	no
		Speaking Test (Structures)	no	no	yes
12	1984	U of O Fr. Prof: Listening	---	---	no
		Reading	---	---	no
		Cloze	---	---	no
		Total	---	---	no
		Psych. Pre-Test: Listening	---	---	no
		Dictation 1	---	---	no
		Dictation 2	---	---	no
		Speaking Test: Part 1	---	---	yes
		Part 2	---	---	yes
		Part 3	---	---	yes

Note: In 1984 no comparisons were made within the individual boards, while in earlier years results were not usually combined for early or late immersion students across boards.

Multiple Regression Analysis

Correlations. The relationships among the subtests of each of the three measures used in 1984 and also among the total test scores have already been presented as part of the discussion of the results of these tests. The differences between the scores of early- and late-entry students in the K-71 cohort at the Grade 8 and the Grade 10 level and for another group tested in 1981 have also been reported and compared with the 1984 results for the Grade 12 groups. This section of the report will examine the relationships between the earlier test scores of the K-71 cohort and those obtained when they were in Grade 12. Since scores on a verbal aptitude test was also available for many of the students at the Grade 9 level, this was included in the analysis as well. The scores available for this analysis were obtained from these three groups of tests:

Grade 8 group test scores

Test de français, Secondaire I (FR I)
IEA IV French Reading Test (IEA IV)
Test de mots à trouver, Niveau D (CLOZE)
French composition, errors per 100 words (ERROR)

Grade 10 group test scores

Test de français, Secondaire IV (FR IV)
Writing test, sum of 5 analytic ratings (WRIT)

Other test scores

Grade 9 DAT Verbal Reasoning (VR)
Grade 10 Speaking Test, Structures (SPEAK)

The simple correlations between the variables listed above and the total score on the French proficiency test used at the University of Ottawa (FP-TOTAL) are shown in Table 13 for both the early- and the late-entry groups and for the total group involved in the 1984 study. It will be observed that for the early-entry group the correlations between several of the predictors and this criterion were about 0.60, while the relationship tended to be less strong for the late-entry group. Since a high ERROR score on the Grade 8 writing test represented low proficiency, it will be noted that the correlation in this case is a negative one.

TABLE 13

CORRELATIONS BETWEEN PREDICTOR VARIABLES AND FRENCH PROFICIENCY: TOTAL SCORE, GRADE 12 EARLY- AND LATE-ENTRY GROUPS, OTTAWA, 1984

Group of tests	Predictor variable	Correlation with French Proficiency: Total					
		Early-entry		Late-entry		Combined Group	
		r	N	r	N	r	N
Gr. 8 French proficiency (groups tests only)	FR I	0.60	62	0.56	57	0.56	119
	IEA IV	0.61	62	0.59	57	0.58	119
	CLOZE	0.58	62	0.63	57	0.60	119
	ERROR	-0.60	62	-0.41	57	-0.49	119
Grade 10 French proficiency (group tests only)	FR IV	0.60	64	0.56	60	0.57	124
	Writing	0.50	64	0.41	60	0.46	124

Correlations among the group tests included as independent variables, four Grade 8 French proficiency tests and two Grade 10 tests, together with an aptitude test given at the Grade 9 level, are shown in Table 14 for early- and late-entry groups and for the two groups combined.

TABLE 14

CORRELATIONS AMONG SEVEN INDEPENDENT VARIABLES,
GRADE 12 EARLY- AND LATE-ENTRY GROUPS, OTTAWA, 1984

Variable	Correlation with					
	IEA IV	CLOZE	ERROR	FR IV	WRIT	VR
Early-entry group (N = 49)						
FR I	0.69	0.66	-0.42	0.70	0.59	0.68
IEA IV	--	0.53	-0.49	0.66	0.52	0.72
CLOZE	--	--	-0.63	0.58	0.59	0.51
ERROR	--	--	--	-0.48	-0.46	-0.32
FR IV	--	--	--	--	0.54	0.74
WRIT	--	--	--	--	--	0.52
Late-entry group (N =49)						
FR I	0.70	0.59	-0.65	0.36	0.32	0.14
IEA IV	--	0.48	0.54	0.44	0.33	0.07
CLOZE	--	--	-0.44	0.42	0.37	-0.06
ERROR	--	--	--	-0.44	-0.52	-0.07
FR IV	--	--	--	--	0.46	0.34
WRIT	--	--	--	--	--	-0.03
Combined group (N = 98)						
FR I	0.71	0.65	-0.53	0.57	0.46	0.40
IEA IV	--	0.54	-0.49	0.56	0.41	0.34
CLOZE	--	--	-0.51	0.52	0.48	0.22
ERROR	--	--	--	-0.44	-0.48	-0.18
FR IV	--	--	--	--	0.51	0.55
WRIT	--	--	--	--	--	0.28

Regression analysis. The step-wise regression procedure of the SPSS package (Hull and Nie, 1981) was used to determine whether a combination of variables would improve prediction of the scores obtained on the tests taken by students in the K-71 cohort at the Grade 12 level. Several combinations of the three groups of independent variables listed at the beginning of this section were used to predict the total scores on the University of Ottawa French Proficiency Test, and on three other measures administered in 1984. One group of independent variables consisted of scores on four tests of French proficiency taken at the Grade 8 level and another of scores on two such tests taken in Grade 10. These six scores were combined for still another analysis, and finally the DAT Verbal Reasoning score was included in the group of predictor variables.

When these groups of predictors were used to determine whether a combination of variables would improve prediction of the total scores on the French proficiency test taken by Grade 12 students at the University of Ottawa, it was found that in most cases the use of two or more measures increased the multiple correlation, as shown in Table 15. New variables were entered as long as the value of R increased by at least 0.01.

Most of the group measures of French proficiency tended to have correlations of about 0.60 with the criterion measure being considered, the total score on the French proficiency test taken at the University of Ottawa. For the early- and late-entry groups taken separately, when seven variables were considered, the multiple correlations with the criterion were 0.74 and 0.77 respectively, although in each case a completely different set of predictor variables was entered into the regression equation.

TABLE 15

STEP-WISE REGRESSION ANALYSIS FOR FRENCH PROFICIENCY: TOTAL SCORE, GRADE 12 EARLY- AND LATE-ENTRY GROUPS, OTTAWA, 1984

Variables used	Group	N	Variable added	Simple r	Multiple R	% of var R2
Grade 8 French proficiency (4 variables)	EFI	62	IEA IV	0.61	0.61	37
			ERROR	-0.60	0.70	49
	LFI	57	CLOZE	0.63	0.63	40
			IEA IV	0.59	0.70	50
	Both	119	CLOZE	0.60	0.60	36
			IEA IV	0.58	0.66	44
			ERROR	-0.49	0.69	47
Grade 10 French proficiency (2 variables)	EFI	64	FR IV	0.60	0.60	36
			WRIT	0.50	0.64	41
	LFI	60	FR IV	0.56	0.56	32
	Both	124	FR IV	0.57	0.57	33
			WRIT	0.46	0.62	38
Grade 8 and 10 French proficiency (6 variables)	EFI	57	FR IV	0.61	0.61	37
			ERROR	-0.57	0.67	45
			IEA IV	0.59	0.71	50
	LFI	52	CLOZE	0.63	0.63	40
			FR IV	0.61	0.73	53
			IEA IV	0.62	0.75	57
	Both	109	FR IV	0.59	0.59	35
			CLOZE	0.58	0.67	45
			ERROR	-0.53	0.70	49
Grade 8 and 10 French proficiency plus VR (7 variables)	EFI	49	FR I	0.62	0.62	39
			ERROR	-0.57	0.71	50
			VR	0.58	0.74	55
	LFI	49	CLOZE	0.62	0.62	39
			FR IV	0.61	0.73	54
			IEA IV	0.59	0.77	59
	Both	98	FR IV	0.57	0.57	33
			CLOZE	0.57	0.65	43
			ERROR	-0.53	0.68	47
			IEA IV	0.57	0.70	49

For the combined group of 98 students in both early- and late-entry immersion, the use of four variables (FR IV, CLOZE, ERROR, and IEA IV) gave a multiple correlation of 0.70, the regression equation being:

$$y = 53.9 + 0.32(\text{FR IV}) + 0.43(\text{CLOZE}) - 0.26(\text{ERROR}) + 0.33(\text{IEA IV})$$

where y represents the total score on the University of Ottawa French proficiency test. These four variables, three of them obtained at the Grade 8 level, were included most frequently in the various step-wise regression analyses which were carried out to examine the prediction of total scores on the University of Ottawa French Proficiency test. The fourth of the measures obtained in Grade 8 (FR I) had a correlation with the criterion which was close to that of the other variables, but since its correlation with these other variables was close to 0.70, it did not appear to add much additional information. The other two measures, the Grade 10 writing test (WRIT) and the Grade 9 verbal reasoning test (VR) had lower correlations with the criterion and in most cases did not help to increase the multiple correlation.

Table 16 shows the results of a similar analysis test for the six Grade 8 and Grade 10 French proficiency variables identified earlier, using the Dictation I score as the dependent variable. Using two or three variables increased the multiple correlation to 0.68 or 0.70, and it will be noted that the Grade 10 writing score was included in each of the subgroups of variables selected. Similar analyses involving the other two Grade 12 measures as dependent variables resulted in much less accurate prediction, the values of R being 0.62 for the total score on the Grade 12 speaking test, while no combination of variables increased the rather low simple correlations with the psychology pre-test as criterion. These two criterion variables had limited range and were probably also less reliable than the others used.

TABLE 16

STEP-WISE REGRESSION ANALYSIS FOR DICTATION WITH SPELLING SCORE
USING SIX INDEPENDENT VARIABLES,
GRADE 12 EARLY- AND LATE-ENTRY GROUPS, OTTAWA, 1984

Variables added	Group	N	Variables added	Simple r	Multiple R	% of var R2
Grade 8 and 10 French proficiency (6 variables)	EFI	57	FR IV	0.62	0.62	39
			WRIT	0.54	0.68	46
	LFI	46	FR I	0.57	0.57	32
			WRIT	0.54	0.70	49
	Both	103	FR I	0.53	0.57	32
			WRIT	0.54	0.64	43
			CLOZE	0.54	0.63	46

SUMMARY

On-going research on second-language learning in the Ottawa Board of Education supported by contracts with the Ministry of Education has continued since 1973. One of the three topics of investigation in 1984 was the French proficiency of a group of Grade 12 students who had entered Kindergarten in 1971 and who had been in either early- or late-entry immersion programs at the elementary level, typically followed by 10 to 12 courses in French during their high school years. The cumulative amount of time in French averaged from 6500 to 7000 hours for early-entry students and 3000 to 4000 hours for late-entry. Students taking Grade 12 classes in French were tested, but the analysis groups were restricted to those who had been in the program since Grade 4 for the early-entry group, or to those who had had the full late-entry program, starting in Grade 6 in Ottawa Board schools and in Grade 7 in the Carleton Board.

Three tests were administered to the Grade 12 student groups. Two had been developed by staff at the University of Ottawa and the third by the research team. It was found that 93 per cent of the early-entry group and 90 per cent of the late-entry students obtained scores on the Test of French Proficiency which would be sufficiently high to excuse them from the required French language courses. The mean scores of the Grade 12 bilingual program group were also considerably higher than the post-test scores of a group of anglophone students at the university who had just completed an experimental course in which first year psychology had been taught in French. However, the early- and late-entry groups, each consisting of about 70 students, did not differ significantly on the tests taken at the University of Ottawa.

On an individual speaking test designed to examine the fluency and communicative competence of the student, the mean scores of the early-entry group were significantly higher than those of the late-entry students for each of the three sections of the test and also for the total score.

The instruments used with Grade 12 had not been used previously with any groups within the Ottawa and Carleton Boards, but it was possible to compare the general results with those of previous years. For the Grade 10 groups tested in 1981 there were significant differences between the early- and late-entry groups on all five of the measures used. The K-71 cohort was tested in the following year, using a different set of tests. There were fewer differences between the early- and late-entry students than in the previous years, possibly because some of the tests used were less sensitive. It is also possible that there were differences in aptitude or motivation between these two Grade 10 groups, but no information is available to examine this possibility.

A regression analysis showed that a combination of from two to four variables could lead to a multiple correlation of about 0.70 with the French proficiency screening test and with a dictation test used at the University of Ottawa. The simple correlations of the various Grade 8 and Grade 10 tests with these two criterion tests tended to be between 0.50 and 0.60.

Thus the results of this study show that French proficiency tests taken at the Grade 8 level can be effective predictors of results obtained at the Grade 12 level. In addition, the data collected so far suggest that differences between the early- and late-entry immersion students decrease as they progress through high school. Moreover, in the high school grades there is considerable overlap in the score distributions of the two groups.

Although there may be detectable differences between these groups if the appropriate instrument is used, it should be emphasized that both groups achieve a commendable standard of proficiency, when compared with francophones on written tests, with anglophones entering a bilingual university, and with public servants whose language proficiency is being examined. Such differences as do seem to continue to exist appear to be detected less often on multiple-choice tests of usage, reading, and listening comprehension and more often on tests of oral communication and perhaps breadth of vocabulary.

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APPENDIX

TIME SPENT IN FRENCH BY STUDENTS IN IMMERSION PROGRAMS IN OTTAWA AND CARLETON, 1983-84

TABLE A-1

TIME SPENT IN FRENCH BY STUDENTS IN IMMERSION PROGRAMS

IN OTTAWA AND CARLETON, 1983-84

Grade	Ottawa Early-entry		Ottawa Late-entry		Carleton Early-entry		Carleton Late-entry	
	% in Fr.	Cum. hrs.	% in Fr.	Cum. hrs.	% in Fr.	Cum. hrs.	% in Fr.	Cum. hrs.
K	100	450	20	90	100	450	10	40
1	100	1350	14	220	100	1350	7	100
2	80	2070	14	340	80	2070	7	160
3	80	2790	14	470	80	2790	7	220
4	80	3510	14	590	75	3460	7	280
5	80	4230	14	720	65	4050	7	340
6	50	4680	100	1620	50	4500	14	470
7	50	5130	50	2070	50	4950	80	1190
8	50	5580	50	2520	50	5400	80	1910
9	50	6030	50	2970	50#	5850	43#	2300
10	50	6480	50	3420	38#	6190	33#	2600
11	38#	6820	38#	3760	25#	6420	30#	2870
12	25#	7050	25#	3990	16#	6560	19#	3040

Since these pupils may take varying numbers of courses in French per year, these figures represent the average number of courses taken by the actual group of students whose scores were considered.

Volume

2

EVALUATION OF THE SECOND LANGUAGE LEARNING (FRENCH) PROGRAMS IN THE SCHOOLS OF THE OTTAWA AND CARLETON BOARDS OF EDUCATION, VOLUME II

Tracing the K-74 Cohort: Location in 1983 of Students Who Entered Kindergarten in 1974

FRANCES MORRISON, Principal Investigator
CATHERINE PAWLEY

This research was funded under contract by the Ministry of Education, Ontario.
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The Honourable Sean Conway, Minister

Ministry of Education

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ABSTRACT

One part of the ongoing research on second language learning in the Ottawa-Carleton area has continued to include the tracing of groups of students who have entered immersion programs, to identify their location and grade level in each successive year. This report is one of three parts of the Eleventh Annual Report to the Ministry of Education.

The first section of this report describes the grade and program location of students who entered kindergarten in 1974. Later sections deal with students who joined either early or late immersion at the expected level of this group, known as the K-74 cohort. In the fall of 1983 the majority of this group had entered high school.

About two-thirds of both immersion and English groups remained within the Ottawa or Carleton Boards and about half the original immersion group who were still in the area had continued in a program emphasizing French instruction. A higher proportion of the original immersion group than of the English group was at the Grade 9 level and a smaller percentage was below that level.

The destinations of students who had left the early immersion program were also examined in detail. The proportion of this transfer group which was below the expected grade level in October 1983 was lower than that for the English group of the K-74 cohort.

Diagrams were prepared to illustrate the varied pathways of several groups of students, including subgroups of the initial immersion group who were in a bilingual program at the expected level in October 1983 and those who were in other French programs. Tables and graphs are used to present longitudinal data on the number of students in various programs for each year from 1974 to 1983.

A sizeable group of students not originally in the K-74 cohort joined the early immersion stream at the same grade level as the majority of the cohort. By the beginning of high school 170 of these students were still in the system and about two-thirds of them were in a program emphasizing French instruction.

Students in the Ottawa Board who were in the K-74 cohort had the option of entering late-entry immersion at the Grade 6 level. By the fall of 1983 about two-thirds of the late-entry immersion students in this cohort who had remained in the area were at the Grade 9 level in a program emphasizing French instruction.

Between 1979 and 1983 about 70 per cent of the three late-entry immersion groups whose progress was examined entered a high school program emphasizing French. In these years the proportion of early immersion students who chose such a Grade 9 program was significantly higher than that for the late-entry group.

The grade progress and the program placement of the K-74 cohort and the K-71 group have been compared in a number of ways. Some differences found may have been related to the fact that the earlier group was the first large group in the system to enter immersion at the kindergarten level, while others reflect changes in the availability of different types of programs. The data obtained has provided relevant information for administrators of these and similar programs. It has also been essential in the identification of groups for proficiency testing, both for examining growth of French language skills and for the comparison of groups following different programs.

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INTRODUCTION

During the past thirteen years a distinctive aspect of the studies carried out by the Research Centre of the Ottawa Board of Education concerning French immersion programs has been the tracing of students throughout their school careers. This process has helped to determine what proportions of those entering the program continue to the end of the program, as well as to obtain information about student progress and the choices made by students at various decision points. The tracing procedures have also made it possible to gather information about the reasons students have for changing programs, which, in turn, could be useful in planning programs to fit pupil needs.

The information obtained from tracing is also used to identify student groups for testing purposes. The identification of students who have experienced the total program permits a more reliable assessment of its effects. The collection of such data concurrently rather than retrospectively is not only easier but also increases its reliability.

Two groups of students have been traced since entering kindergarten. The first group, known as the K-71 cohort, included all early immersion students at the 17 schools (15 in Ottawa and 2 in Carleton) which offered that program in 1971-72, as well as English-program students at 15 of these schools which also offered the English program.

The K-74 cohort consisted of all students entering kindergarten in an Ottawa Board school in the fall of 1974. At this time nine schools in Ottawa offered French immersion and all 55 offered the English program. It was felt at that time that tracing a later cohort would be useful in eliminating those effects due to the novelty and experimental nature of immersion in 1971 but, since the numbers enrolled in kindergarten immersion classes had increased considerably, it was decided that it would be too great an undertaking to include both the Ottawa and the Carleton schools in the tracing of the K-74 students. Since then, however, such tracing has been accomplished retroactively as well as possible, but it has not been feasible to include the results of the Carleton tracing in this report.

As students in the K-74 cohort have progressed through the school system an increasing variety of programs has become available for them. Special education classes and various forms of enrichment existed at both elementary and secondary schools. It was also possible to enter

a 'late' immersion program at the Grade 6 level in Ottawa or starting at Grade 7 for those who had moved to the jurisdiction of the Carleton Board.

At the high school level students in Ottawa could attend one of the three schools offering a 'bilingual' program and take up to four courses (or half the course load) in French each year. This program has been available since 1972 for graduates of both early- and late-entry immersion, as well as for students who have taken a core French program up to the end of Grade 8 or come from outside the Ottawa Board. One other Ottawa high school offers a Grade 9 'special' French course intended for graduates of immersion; students at this school may also take one other subject in French at each level. Students who have moved to the Carleton Board have also been able to take a bilingual program in some high schools in that board.

The progress of the two Ottawa cohorts has been described in Annual Reports and Working Papers related to successive contracts with the Ministry of Education. The Seventh Annual Report described the 1979 status of both the K-71 and K-74 cohorts and presented comparisons between the two groups. The K-71 cohort was examined and reported on in detail in the Eighth Annual Report (Morrison et al., 1981; Bonyun, 1981) when the majority of these students had reached high school. The present report will deal largely with the K-74 cohort at the same stage, and some comparisons will be made with the K-71 cohort.

Two categories are used in the tables presented in this report to describe the two basic types of high school French programs. Students in any of the special French programs described above are classified as being in a program emphasizing French. High school students in Ottawa and Carleton who were not in any of these programs were designated as being in the regular English program. It is not known at present whether the program of these students included French at a general, advanced or enriched level, or no French at all.

The first group of tables presented in this report will focus on the grade and program location in October 1983 for the initial groups of immersion and English-program students in the K-74 cohort. Subsequent tables will give additional data concerning the pathways students have followed to reach their October 1983 destination. Later sections deal with students who have joined either the early- or late-entry immersion streams at the expected level of the K-74 cohort.

THE K-74 COHORT

Grade and Program Location

Table 1 shows the grade and program location as of October 1983 for students from the two groups of the K-74 cohort. Corresponding figures for the K-71 cohort are also shown for comparison. It will be seen that 320 students from the original K-74 immersion group and 986 from the English group of the same year remained in the system. The proportions of the two groups leaving the system are very similar (33 and 36 per cent). Departure rates for these groups are not significantly different from those for the K-71 groups at the same stage, although the students included in the regular English program group of the earlier cohort consisted only of those in the schools with immersion classes, rather than all of those in the Ottawa schools, as was the case for the K-74 cohort.

The group of students formerly in early immersion who were in a high school program emphasizing French included a total of 16 students who had transferred to an English program or to late-entry immersion some time during elementary school. Ten students from the K-71 cohort had also done this.

The group of students from the K-74 cohort who had remained in an English program included 23 in vocational schools at the Grade 9 and 10 level. None of the former immersion students had transferred into this program, and no information was available about the corresponding group in the K-71 cohort.

TABLE 1

GRADE AND PROGRAM OF THE K-74 COHORT IN OCTOBER 1983
AND OF K-71 COHORT IN OCTOBER 1980

Program emphasis	Grade	Number of students from original group			
		K-71 cohort		K-74 cohort	
		Immersion	English	Immersion	English
French instruction					
Early-entry immersion	7	1	0	0	0
	8	9	0	2	0
Late-entry immersion	8	2	0	1	1
High school bilingual program	9	124	10	122	53
	10	7	5	14	1
	11	1	0	0	0
High school special Fr.	9	27	0	26	4
	10	0	0	1	0
Francophone high school	9	0	0	1	0
Total in French programs		171	15	167	59
English instruction					
Regular English program	6	0	0	0	1
	7	1	11	2	18
	8	29	45	20	170
	9	73	139	115	605
	10	3	19	14	53
Level unknown		0	0	0	15
Special education (including secondary level)		2	7	2	65
Total in English programs		108	221	153	927
Total still in system		279 (62%)	236 (59%)	320 (67%)	986 (64%)
Departures from system		169 (38%)	163 (41%)	160 (33%)	546 (36%)
Total originally in cohort		448	399	480	1532

In Table 2 the same data are used to focus on the program location of the K-71 and K-74 cohort students still in the system. It may be seen that 52 per cent of the original K-74 immersion group remaining in local schools were found in a program emphasizing French instruction in October 1983, most of them in an immersion or bilingual program.

TABLE 2

PROGRAM LOCATION OF K-74 AND K-71 COHORT STUDENTS STILL IN OTTAWA OR CARLETON SCHOOLS, OCTOBER 1983 AND OCTOBER 1980

Program emphasis	Number of students from original group			
	K-71 cohort		K-74 cohort	
	Immersion	English	Immersion	English
French instruction				
Early-entry immersion	10	0	2	0
Late-entry immersion	2	0	1	1
High school bilingual program	132	15	136	54
High school special French	27	0	27	4
Francophone high school	0	0	1	0
Total in French programs	171 (61%)	15 (6%)	167 (52%)	59 (6%)
English instruction				
Regular English program	106	214	151	862
Special education	2	7	2	65
Total in English programs	108 (39%)	221 (94%)	153 (48%)	927 (94%)
Total still in system	279	236	320	986

The proportion of the original K-74 immersion group located in a program emphasizing French instruction at the beginning of their tenth year in school was significantly less than the proportion for the K-71 cohort ($p \leq 0.05$). In both cohorts, six per cent of the English-program students entered a program emphasizing French instruction later in their school career.

Table 3 shows the grade levels of the students who were originally in the English program and of those who were in early-entry immersion for both the K-71 and the K-74 cohorts. The English group of the K-74 cohort included 20 Grade 9 students and three Grade 10 students in a vocational high school program who may previously have been below expected grade level or in special education. The two K-74 cohort groups differ significantly with respect to grade level ($p \leq 0.001$). There is a smaller proportion of the immersion group below the expected grade level and a somewhat larger proportion above it. The two K-71 cohort groups also differed significantly ($p \leq 0.001$), with fewer than expected of the immersion group both above and below the expected level.

The grade level distributions for the immersion groups of the two cohorts were also found to differ significantly ($p \leq 0.01$) in that a smaller proportion of the K-74 cohort was below the expected level. Moreover, the distributions of the English program groups of the two cohorts differed significantly ($p \leq 0.05$) in that a greater proportion of the K-71 cohort was found above the expected level and the proportion at the expected level was correspondingly lower. As mentioned earlier, there were some differences in the composition of both immersion and English groups for the two years. There may also have been some administrative changes related to both acceleration and deceleration.

TABLE 3

GRADE PROGRESS OF K-74 AND K-71 COHORT STUDENTS STILL IN OTTAWA OR CARLETON SCHOOLS, OCTOBER 1983 AND OCTOBER 1980

Grade level	Number of students from original group			
	K-71 cohort		K-74 cohort	
	Immersion	English	Immersion	English
Special education	2 (1%)	7 (3%)	2 (1%)	65 (7%)
Grade 6 or 7	2 (1%)	11 (5%)	2 (1%)	19 (2%)
Grade 8	40 (14%)	45 (20%)	23 (7%)	171 (19%)
Grade 9	224 (81%)	149 (65%)	264 (83%)	662 (73%)
Grade 10 or 11	11 (4%)	24 (10%)	29 (9%)	54 (6%)
Total still in system	279	236	320	971*

* For 15 students the grade level was unknown.

Transfers from Early Immersion

The transfer group of the K-74 cohort consists of 171 students who had left the kindergarten-entry immersion program and were in some other program in Ottawa or Carleton Board schools in October 1983. This group includes 151 students in the regular English program in grades ranging from 7 to 10 and some in high school bilingual or special French programs which they have entered from a program other than early immersion. Students who joined Grade 9 special French programs after remaining in early immersion to the end of Grade 8 have not been classified as transfers. The total group included 14 students who had lived out of the area for some time and joined the English program very soon after their return.

Grade placement. Table 4 compares grade and program of the transfer groups from the two cohorts with those of the corresponding initial English groups. The original English group of the K-74 cohort who were in special education in October 1983 includes 44 students at the secondary level. For the K-74 cohort, a significantly lower proportion of the transfer than

of the English program group was below expected grade level in October 1983 (p @ 0.01), but no such difference had been found for the K-71 cohort. In the K-71 cohort there was a significantly greater proportion at or above the expected grade level in the immersion group as compared with the transfer group, but such differences were not found in the K-74 cohort. The data in Table 4 also show that there was a significant difference between the transfer groups from the two cohorts with respect to grade placement (p @ 0.01).

TABLE 4

PROGRAM LOCATION OF TRANSFER AND INITIAL ENGLISH GROUPS OF K-74 AND K-71 COHORTS, OCTOBER 1983 AND OCTOBER 1980

Grade and program	Number of students from group			
	K-71 cohort		K-74 cohort	
	Transfer	English	Transfer	English
Below grade 9				
Late-entry immersion	2	0	1	1
Regular English program	30	56	22	189
Special Education	2	7	2	65
	34	63	25	255
	(28%)	(27%)	(15%)	(26%)
Grade 9				
High school bilingual program	7	10	9	53
High school special French	3	0	3	4
Francophone high school	0	0	1	0
Regular English program	73	139	115	605
	83	149	128	662
	(69%)	(63%)	(75%)	(76%)
Grade 10				
High school bilingual program	0	5	3	1
High school special French	0	0	1	0
Regular English program	3	19	14	53
	3	24	18	54
	(3%)	(10%)	(10%)	(5%)
Level unknown	0	0	0	15
				(2%)
Total still in system	120	236	171	986

Time of transfer. Table 5 shows the relationship between the grade level reached in October 1983 and the time of transferring from the early-entry immersion program. This table includes only students in a regular English or special education program as of October 1983 and not those transfer students who had returned to a program emphasizing French instruction. However, the table does include 17 students who had left the Ottawa or Carleton Boards for some period. Three of them departed temporarily after transferring to an English program, and the other 14 entered an English program when returning to the area. For these 14, time of transfer was taken to be the time of leaving the area; it is not known what program they followed while outside the Ottawa and Carleton Boards.

For the K-74 cohort, no significant relationship was found between the time of transfer and the proportion of the students shown in Table 5 who were below or above the expected grade level. In the K-71 cohort, however, a significantly higher proportion of the students who left immersion during Grades 1 and 2 were below expected grade level by their tenth year in school (Bonyun, 1981).

TABLE 5

GRADE LEVEL BY TIME OF TRANSFER FOR K-74 COHORT STUDENTS IN AN ENGLISH PROGRAM AS OF OCTOBER 1983

Time of transferring	Number of transfer students		
	Below grade 9	Grade 9	Grade 10
During or end of kindergarten	6	30	0
During or end of grade 1 or 2	8	21	2
During or end of grade 3 to 6	7	39	7
During or end of grade 7 to 9	3	25	5
Total no. of transfer students	24	115	14

Longitudinal Data: 1974-1983

Table 6 presents information on the immersion group of the K-74 cohort in a somewhat different manner. For the fall of each year from 1974 to 1983, it shows the number of students who were in the various programs available in the Ottawa and Carleton Boards and the number of students classified as "departures", that is, those who were no longer at schools under these two boards. "Other French" includes one student who was at an Ottawa Board francophone high school in the fall of 1983, as well as students following the "Special French" program and three who were in an extended French program offered by the Carleton Board in the fall of 1978. The special education subgroup includes one child in a limited vision class between Grade 1 and Grade 6. The same information is shown graphically in Figure 1.

TABLE 6

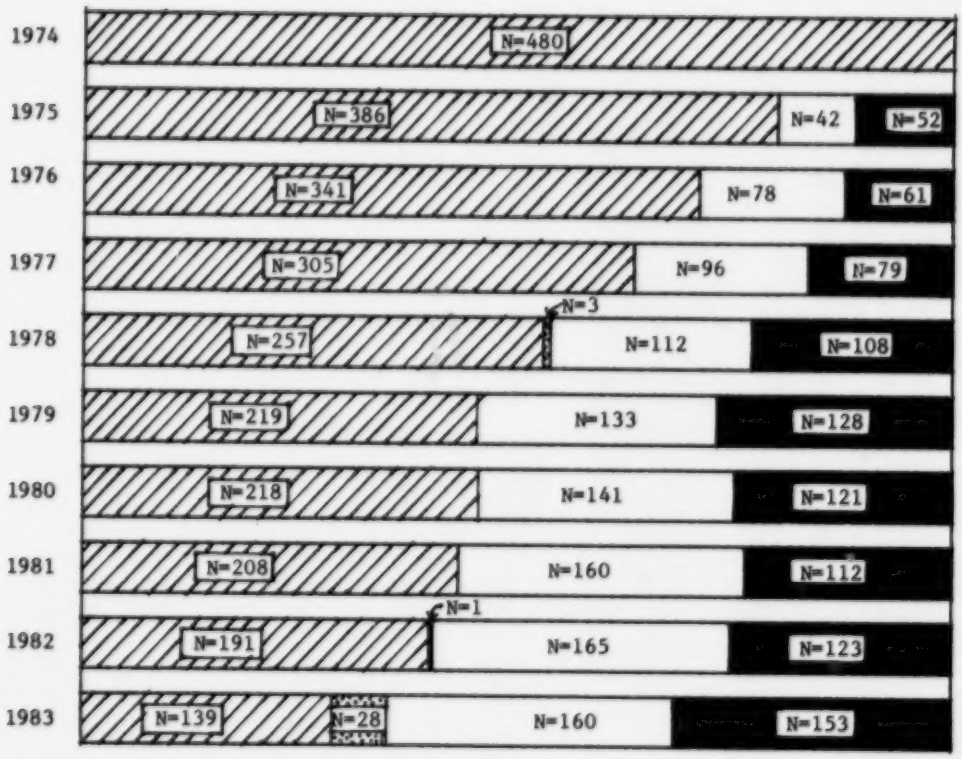
DISTRIBUTION OF K-74 IMMERSION GROUP AMONG VARIOUS PROGRAMS, OCTOBER 1974 TO OCTOBER 1983

Expected grade level	Year	Number from immersion group of K-74 cohort						
		French immersion		Bil. h.s.	Other French	Eng-lish	Sp. Ed.	De-part-ures
		Early	Late					
K	1974	480						
1	1975	386				50	2	42
2	1976	341				53	8	78
3	1977	305				72	7	96
4	1978	257			3	98	10	112
5	1979	219				119	9	133
6	1980	206	12			114	7	141
7	1981	189	19			105	7	160
8	1982	163	16	12	1	118	5	165
9	1983	2	1	136	28	151	2	160

FIGURE 1

STUDENTS IN IMMERSION AND ENGLISH PROGRAM AND DEPARTURES,

K-74 COHORT IMMERSION GROUP, 1974 to 1983



Immersion: including students in early-entry immersion only from 1974 to 1979, students in both early- and late-entry immersion in 1980 and 1981, and students in a bilingual high school program as well as in early- and late-entry immersion in 1982 and 1983

Other French, including Extended French and Special French

Departures

English program, including some students in Special Education classes from 1975 to 1983

It may be seen that the greatest change in the size of the early-entry immersion group occurred between Kindergarten and Grade 1, when over 90 children left the program, either to transfer to English classes or to attend schools outside the Ottawa and Carleton Boards. For the next four years, the group remaining in immersion decreased by about 40 students per year, including some who transferred to English enrichment classes at the Grade 5 level. Decreases in the size of the early-entry group were relatively small between Grade 6 and Grade 8; part of the drop in 1982 may be accounted for by students who were above grade and moved to a bilingual high school program at that point. By 1983, most of these students were in a program emphasizing French at the high school level.

The combined group of children who transferred from early immersion to the English program or to special education showed a gradual growth from the initial group of 52 students in 1975 to 128 pupils in 1979. The decrease in size of this group in the subsequent two years can be partly accounted for by students joining a late-entry immersion program at that level. In Grade 9 the transfer group again increased in size as students opted, for one reason or another, not to continue in a program emphasizing French at the high school level.

Variations of Student Pathways

Throughout the ten years during which their progress has been monitored, students in the K-74 cohort could follow a wide variety of pathways. Some indication has already been given of the scope of immersion, enrichment, and special education programs offered in the schools of the Ottawa and Carleton Boards. Mention has also been made of students who left the region for a period of time and later returned to either the same or a different program. Thus even a group of students who began in the same program in kindergarten and found themselves in the same grade and program in the fall of 1983 could have arrived at this destination by a number of different routes. In this section of the report, the pathways of two subgroups of the initial immersion group of the K-74 cohort will be illustrated by diagrams similar to those given for the K-71 cohort in the Eighth Annual Report or Working Paper 137 (Morrison et al., 1981; Bonyun, 1981).

The first subgroup of the K-74 cohort to be considered includes only those 122 students who began immersion in Kindergarten in the fall of 1974 and were in Grade 9 in a bilingual high school program in the fall of 1983. Figure 2 shows the number of students from this

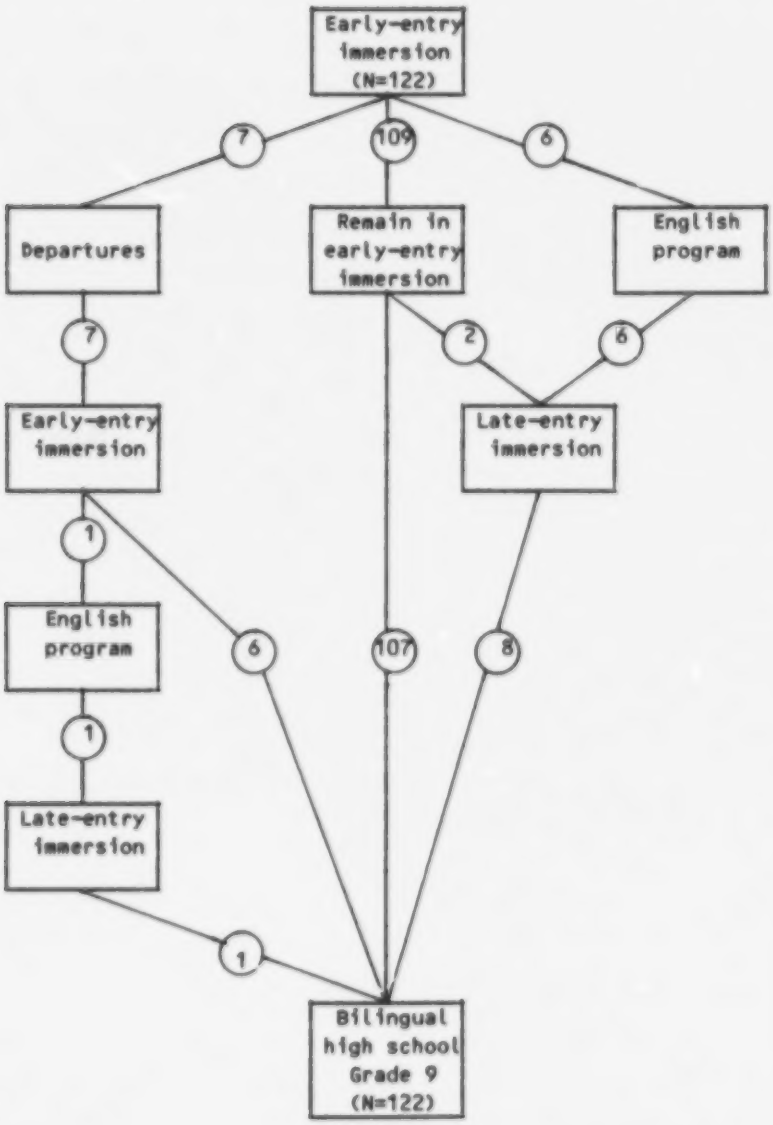
group who followed each of several pathways. It must be remembered that this figure shows only the sequence of programs through which students passed, not the grade level nor amount of time at each stage.

Between Kindergarten and Grade 9 about 5 per cent of the 122 students in this group had moved from schools of the Ottawa or Carleton Boards for a period ranging from several months to two years. All of these students who left the system temporarily returned to the early immersion program, although one of them moved soon after to the English program and ultimately to a late-entry immersion program before entering the bilingual high school. Six students who transferred to an English program also eventually arrived at the bilingual Grade 9 program, all of them after being in late-entry immersion classes.

FIGURE 2

PATHWAYS OF K-74 COHORT STUDENTS BEGINNING IN IMMERSION AND REACHING GRADE 9 IN A HIGH SCHOOL BILINGUAL PROGRAM IN OCTOBER 1983

Note: Numbers in circles show the number of students following that pathway.



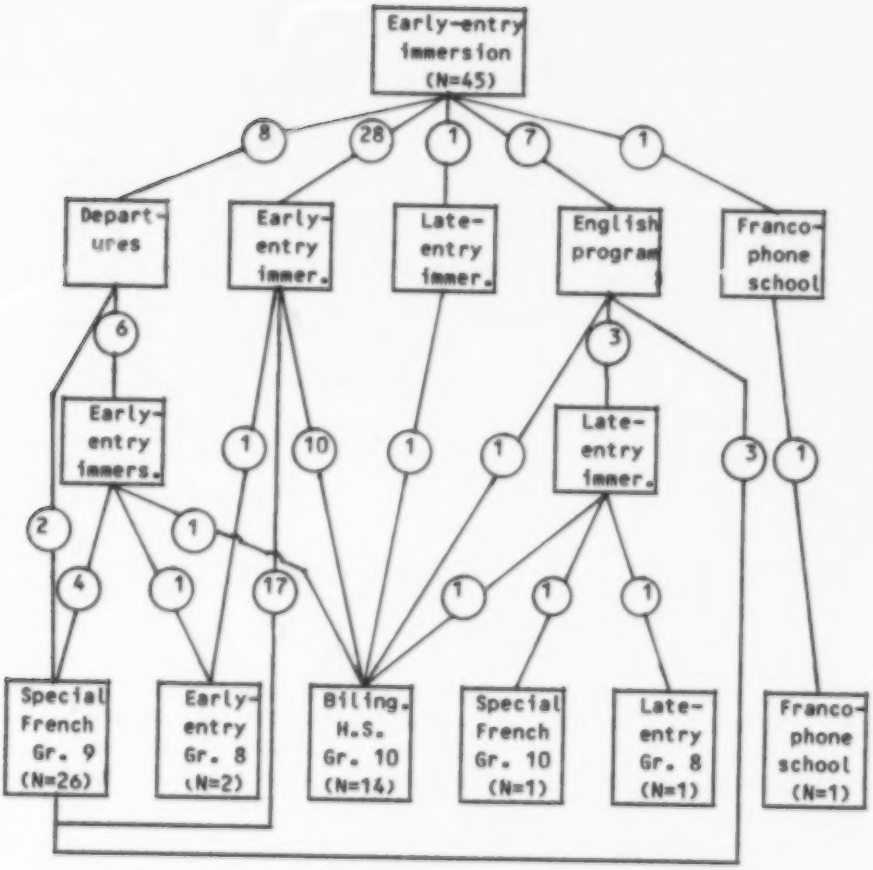
The second subgroup of the K-74 immersion group includes 45 students who were in a program emphasizing French instruction in the fall of 1983 other than those in a bilingual program at the Grade 9 level. Figure 3 shows the pathways followed by these students. The largest subgroup shown in this figure consists of 26 students in Grade 9 special French. A total of 11 students had remained in their original program throughout the years from 1974 to 1983, but had advanced or been held back for a year. Combining Figures 2 and 3 would give an indication of the complexity of the pathways taken by the 167 students from the K-74 immersion group who were in a program emphasizing French in the fall of 1983.

Pathways for the 153 students from the immersion group who were in regular English or special education classes in the fall of 1983 are too complex to be easily illustrated by a similar figure. However, it will be recalled from Table 3 that 22 of them were below and 14 above the expected grade level at that time. A total of 14 students had left the schools of the Ottawa or Carleton Boards for some period, either before or after transferring from the early-entry immersion program; most of this group were in Grade 9 or 10 in the fall of 1983. Seven from the group of 153 students had spent some time in special education programs and three had been in late-entry immersion.

FIGURE 3

PATHWAYS OF K-74 COHORT STUDENTS BEGINNING IN IMMERSION WHO WERE IN OTHER PROGRAMS EMPHASIZING FRENCH IN OCTOBER 1983

Note: Numbers in circles show the number of students following this pathway.



OTHER GROUPS

New Entrants to Early Immersion

A total of 242 students joined Ottawa early immersion classes at the expected level of the K-74 cohort. Of these, 33 were part of the original cohort in the regular English program who entered immersion during Kindergarten or at the beginning of Grade 1. The backgrounds of the other 209 students varied; some had been in immersion but had advanced or been held back a grade at their own schools, while others came from immersion classes in the Carleton Board. Still others came from local English or French separate schools or from outside the area. It is not usually known what program students from outside the Ottawa and Carleton Boards were following prior to joining the cohort, but immersion programs were certainly available to some. Table 7 summarizes the time of entry to the cohort and the previous location of these 242 children.

Comparison with the new entrants to the K-71 cohort, who were described in the Eighth Annual Report or Working Paper 137, will show that the new entrant group associated with the K-74 group was almost twice as large as the earlier one. As early immersion became more widely available, more students from English programs in Ottawa and Carleton appear to have transferred into immersion in Grade 1 or 2. Moreover, changes in the definitions of the two cohorts have meant that students moving from Carleton to Ottawa early immersion classes at the level of the K-74 cohort have been classified as new entrants, whereas such students were part of the original immersion group of the K-71 cohort. Finally, twice as many students in the later cohort coming from outside the Ottawa-Carleton area were placed in immersion classes.

TABLE 7

PREVIOUS LOCATION AND TIME OF JOINING COHORT FOR NEW ENTRANTS TO EARLY IMMERSION OF K-74 COHORT, JUNE 1975 TO JUNE 1982

Previous location	Number of students entering				
	Oct.74- June 76	Oct.76- June 78	Oct.78- June 81	Oct.81- June 83	Total
Ottawa or Carleton English program	36	1	2	0	39
Carleton immersion	10	12	10	6	38
Ottawa late-entry immersion	na	na	1	0	1
Accelerated within immersion	0	0	5	0	5
Repeated grade(s) in immersion	6	9	0	0	15
Local Eng. separate/private school	10	9	2	0	21
Local Fr. separate/private school	3	4	3	4	14
Outside Ottawa-Carleton Boards	29	25	20	12	86
Unknown	0	15	5	3	23
TOTAL	94	75	48	25	242

Table 8 shows the grade and program location of the new entrants to the K-71 and K-74 early immersion groups in the fall of 1980 and 1983 respectively. It may be seen that 70 per cent of the K-74 new entrants remained in the system at that time; this is similar to the corresponding proportion for the K-71 cohort. It should be noted that the proportion of the whole group of new entrants which departed from the system is not comparable to the corresponding figures for the original cohort groups, since the new entrants had not been in the system for the full ten years during which students have been traced.

In October 1983, nearly two thirds of the 170 K-74 new entrants who remained in the system were in a program emphasizing French. This proportion is significantly less that the corresponding figure for new entrants to the K-71 cohort ($p @ 0.001$). It will be recalled (Table 2) that a significant difference also existed for retention in French programs between the immersion groups of the K-71 and K-74 cohorts.

TABLE 8

GRADE AND PROGRAM OF NEW ENTRANTS TO THE IMMERSION K-74 AND K-71 COHORT, OCTOBER 1983 AND 1980

Program emphasis	Grade	Numer of new entrants	
		K-71 cohort	K-74 cohort
French instruction			
Early immersion	8	1	3
High school bilingual program	9	57	80
	10	0	4
High school special French	9	19	19
	10	2	0
Francophone school	9	3	3
Total in French programs		82 (64%)	109 (45%)
English instruction			
Regular English program	7	0	2
	8	1	9
	9	12	40
	10	0	10
Total in English programs		13 (10%)	61 (25%)
Total still in system		95 (74%)	170 (70%)
Departures/unknown		34 (26%)	72 (30%)
Total in group		129 (100%)	242 (100%)

Late-entry Immersion

The 1980 Grade 6 cohort. Another entry point to a French immersion program was available for students who had entered Kindergarten in 1974. The late-entry immersion program in Ottawa begins with totally French instruction in Grade 6, followed by half-English and half-French in each of Grades 7 and 8.

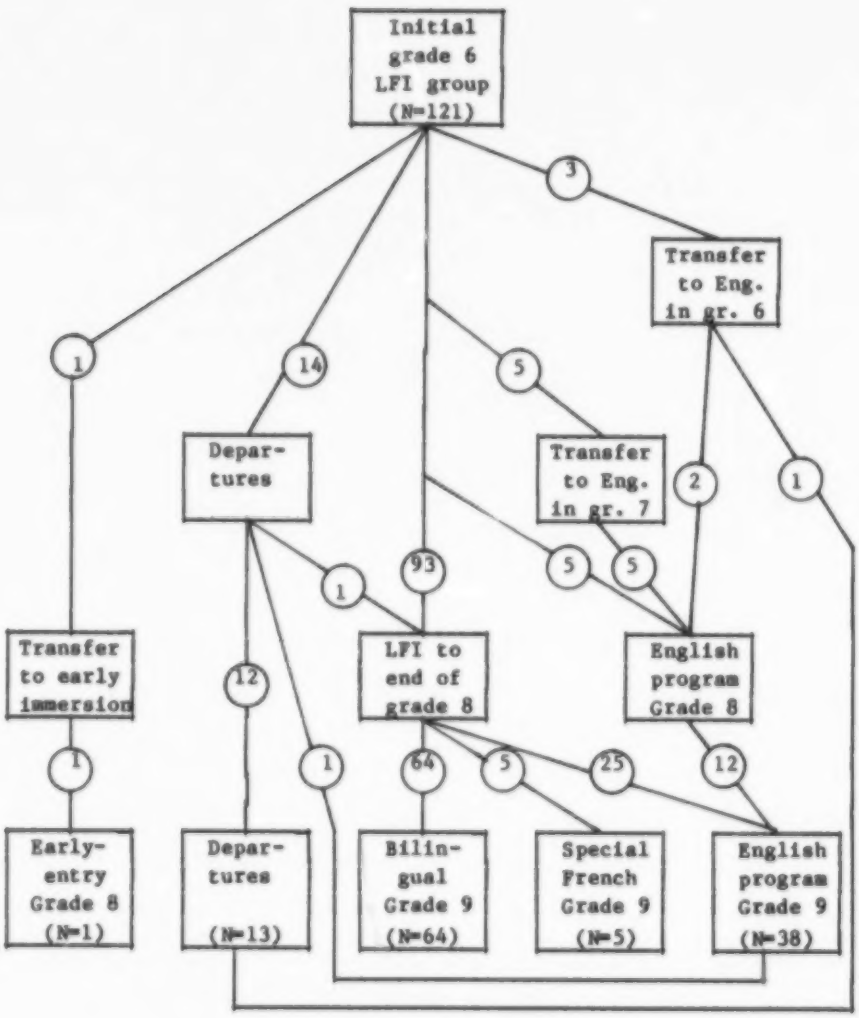
A total of 121 students (one class in each of five schools) started the Ottawa late-entry immersion program at the Grade 6 level in the fall of 1980. This group included 52 students from the original English group who entered at the expected grade level of the cohort. Another 10 of these students had been part of the original immersion group of the K-74, beginning immersion at the Kindergarten level in Ottawa in the fall of 1974; they have already been included in Figures 2 and 3 earlier in the report. Two of the ten had been out of the area for some time in the intervening years, while the other eight had transferred to the regular English program before joining the late-entry group.

By the spring of 1983, 93 or 77 per cent of the 121 students remained in late-entry immersion class at the Grade 8 level, the remainder of those still in the area having moved to an English class or to the early immersion stream. Figure 4 shows the pathways taken by this group of 121 students from the time they entered immersion in Grade 6 up to October 1983 when their expected level was Grade 9. By October 1983, 108 students remained in the area, 70 of them (65 per cent) in a program emphasizing French instruction and the remainder in an English program.

FIGURE 4

PATHWAYS OF STUDENTS ENTERING GRADE 6 IMMERSION IN OTTAWA IN THE FALL OF 1980

Note: Numbers in circles show the number of students following the pathway.



New entrants to the 1980 Grade 6 cohort. A total of 32 students joined the late-entry immersion classes in their second or third year. Table 9 shows the October 1983 location of these new entrants to the program according to their time of entering. Of the eleven students who entered at Grade 8, three came from early immersion, three from a Carleton Board late-entry program, while others had attended school outside the country. One of those who entered at Grade 7 had also been in an early immersion program. Sixty per cent or more of the late entrants at any one grade level remained in a program emphasizing French instruction by the beginning of their Grade 9 year.

TABLE 9

FALL 1983 LOCATION OF NEW ENTRANTS TO THE 1980 GRADE 6 LATE-ENTRY IMMERSION COHORT BY TIME OF ENTERING

Time of entering	No. of students in program in fall 1983				
	Grade 9 bilingual	Grade 9 Sp. Fr.	Grade 9 English	Depart-ures	Total
Grade 6: 1980-81	2	0	0	0	2
Grade 7: 1981-82	11	0	5	3	19
Grade 8: 1982-83	6	2	3	0	11
Total new entrants	19	2	8	3	32

Comparison with other cohorts. Table 10 shows a comparison of retention rates up to the end of Grade 8 for Ottawa late-entry immersion cohorts entering Grade 6 in the fall of 1973, 1974, 1977, and 1980. The 1973 group was the first cohort of late-entry immersion in this board, while the 1980 group is the one shown in Figure 5. The number of students entering the late-entry immersion classes rose sharply in the first few years. For the two earlier groups shown in Table 10, the early-entry program was not available at the same grade levels. For the period between 1977 and 1980 there was a decline of nearly 50 in the number of students joining late-entry immersion. A few students in the 1977 and 1980 cohorts moved from the late to the early immersion stream. No significant differences were found among these four

late-entry cohorts in the proportions continuing in immersion, transferring to the English program, or leaving the system as of the end of Grade 8.

TABLE 10

RETENTION UP TO THE END OF GRADE 8 FOR OTTAWA STUDENTS ENTERING IMMERSION IN GRADE 6 IN THE FALL OF 1973, 1974, 1977, AND 1980

Year of starting FI in grade 6	Per cent in program at end of grade 8				Total starting in grade 6
	Late-entry	Early-entry	English program	Out of system	
1973	75	na	18	7	55
1974	74	na	16	10	180
1977	74	2	14	10	170
1980	78*	1	10	11	121

* One student had been out of the area for a year but returned to late-entry at grade 8

THE TRANSITION FROM GRADE 8 TO GRADE 9

The preceding sections of this report have presented longitudinal data for the K-74 cohort and associated groups, giving information about final grade and program location and pathways followed for groups of students who began in the same program in a given year. For several additional groups, data are available pertaining to the choices made at the time of the transition from elementary to secondary school. In this section, information is presented about the type of Grade 9 program entered by four groups of students in Ottawa late- or early-entry immersion Grade 8 classes. A second section gives information about the elementary school background of Grade 9 students in an Ottawa bilingual program.

Destination of Grade 8 Students from Immersion Programs

Table 11 shows the Grade 9 destinations for the total group of students in Grade 8 immersion classes in 1977, 1979, 1980, and 1983; students who have left the board are not included in this table. It will be remembered that the 1983 groups include many members of the K-74 cohort. During this period, the early immersion group almost tripled in size while the size of the late-entry groups decreased by almost 40 per cent as the early immersion program become more widely available.

It may be seen in Table 11 that, in the three earlier years, about half the students from late-entry immersion who remained in the system moved on to a bilingual high school program, while in 1983 the proportion was 63 per cent. Another 20 per cent of the 1979 and 1980 late-entry groups were taking a "special French" course designed to be suited to the level of former immersion students and sometimes including one other subject taught in French. Altogether about 70 per cent of late-entry students from the three later cohorts chose to continue in one of these high school programs emphasizing French instruction.

TABLE 11

DESTINATION OF STUDENTS COMPLETING OTTAWA GRADE 8 IMMERSION CLASSES IN 1977, 1979, 1980, AND 1983

Year	Grade 8 program	Per cent in grade 9 program			Total in group
		Bilingual	Special Fr.	English	
1977	Late-entry	52	na	48	197
1979	Late-entry	51	18	31	180
	Early-entry	60	33	7	82
1980	Late-entry	51	20	29	137
	Early-entry	77	16	7	163
1983	Late-entry	63	6	31	123
	Early-entry	72	16	12*	232

* Includes two students who were repeating grade 8 in the regular English program.

Close to 90 per cent of each of the three early-entry immersion groups entered a high school program emphasizing French. These proportions are significantly higher than the corresponding proportion of the late-entry groups choosing such programs. Of the early-entry students joining a high school program emphasizing French, more of the 1979 than of the 1980 or 1983 groups chose "special French" rather than the bilingual program. This may be related to the fact that different elementary schools were involved after 1979 and different programs were available at the local high schools.

Previous Program of Grade 9 Bilingual High School Students

Another way to look at the situation is to consider the Grade 8 location of all students in a Grade 9 bilingual program. Data from Ottawa Grade 9 groups for 1977, 1980, and 1983 are presented in Table 12. It must be remembered that in the first of these years there was no early immersion group completing Grade 8. In the years shown the small group entering Grade 9 bilingual high school programs from an Ottawa or Carleton Board core French program became even smaller, although in the earlier years of the bilingual high school program, when neither early- nor late-entry immersion was generally available, there was a considerable group of such students. It is also likely that changes in the programs offered by the separate school

boards have resulted in changes in the background of students entering the Ottawa Board's bilingual high school program from these sources.

TABLE 12

GRADE 8 PROGRAM OF STUDENTS IN AN OTTAWA GRADE 9 BILINGUAL PROGRAM IN 1977, 1980, AND 1983

Program in grade 8	Number of students in grade 9 bilingual program		
	1977	1980	1983
Early immersion, Ottawa or Carleton	na	125	170
Late-entry immersion, Ottawa or Carleton	103	68	77
English program, Ottawa or Carleton	18	11	2
English school, Separate Board	0	22	36
French-language schools	30	9	14
Other/unknown	20	6	21
Total in grade 9 bilingual program	171	241	320

SUMMARY

This report has presented data pertaining to the tracing of students as they have progressed through immersion programs in the Ottawa and Carleton Boards of Education. The main group whose progress is described consists of students who entered Kindergarten in Ottawa Board schools in October 1974. By the fall of 1983, the majority of this cohort had reached Grade 9 and the first section of this report shows the grade and program location of the students who were originally in the K-74 cohort. Later sections deal with students who joined either early or late immersion at the expected level of this cohort.

About two-thirds of both immersion and English groups remained within the Ottawa or Carleton Boards; also, about half the original immersion group who stayed within the boards was still located in a program emphasizing French instruction. A higher proportion of the original immersion group than of the English group was at the expected grade level, with a smaller percentage below that level.

Students who had left the early immersion program constitute a group of special interest. A significantly lower proportion of this transfer group than of the English group of the K-74 cohort was below the expected grade level in October 1983.

Diagrams are used to show the extremely varied pathways of several groups of students, including subgroups of the initial immersion group who were in a bilingual program at the expected level in October 1983 and those who were in other French programs. Longitudinal data on the number of students in various programs for each year from 1974 to 1983 are presented in both tabular and graphic form.

Another group identified in this report consists of those students from outside the cohort who joined the early immersion stream at the expected level of the K-74 cohort. By the beginning of Grade 9 there were 170 of these students still in the system, about two-thirds of them in a program emphasizing French instruction.

Students in the Ottawa Board who were in the K-74 cohort had the option of entering late-entry immersion at the Grade 6 level, and the progress of this group, which included mainly students from the English program, was also examined. By the fall of 1983 about

two-thirds of those who remained in the area were at the Grade 9 level in a program emphasizing French instruction.

Between 1979 and 1983 about 70 per cent of the late-entry immersion students in Ottawa Grade 8 classes proceeded to a high school program emphasizing instruction in French. The percentage of Ottawa Grade 8 early immersion students who opted to join a bilingual Grade 9 program was significantly higher in 1979, 1980, and 1983 than that for the late-entry group.

Where possible the grade progress and program placement of the K-74 cohort has been compared with that of the K-71 group, which had been studied earlier. Some of the differences found may have been related to the fact that the earlier group was the first large group in the system to enter immersion at the Kindergarten level, while others reflect changes in the availability of different types of programs. The monitoring of the progress of the K-71 and K-74 cohorts has provided an aspect of the evaluation of immersion programs in Canada which would be difficult to find elsewhere and one which has provided useful information for those involved in the administration of these programs in Ottawa and in other locations.

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Working Paper 128. An Examination of Two Cohorts of Students who Have Transferred from Primary-entry Immersion Programs in Ottawa and Carleton. December 1979.

Working Paper 136. Student Tracing: The K-71 and K-74 Cohorts. November 1980.

Working Paper 137. Primary- and Late-entry French Immersion Students Reach High School. November 1981.

Volume

3

EVALUATION OF THE SECOND LANGUAGE LEARNING (FRENCH) PROGRAMS IN THE SCHOOLS OF THE OTTAWA AND CARLETON BOARDS OF EDUCATION, VOLUME III

Surveys of Bilingual-Program Graduates, 1984

[redacted], Principal Investigator
[redacted]

This research was funded under contract by the Ministry of Education, Ontario. The views, however, are those of the author(s) and not necessarily those of the Ministry.

The Honourable Bob Conway, Minister

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ABSTRACT

The 1984 contract with the Ministry of Education of Ontario included provision for a continuing follow-up of Ottawa and Carleton graduates of a high school program intended for students from elementary immersion programs. In preparation for later follow-up activities, information was also obtained from students at the Grade 12 and 13 levels in both boards. These groups included students from late-entry immersion, as well as the first sizeable groups of early-entry immersion students to finish school.

In the questionnaire survey of three Ottawa graduate groups which was also conducted in 1984, the response rate was about 70 per cent. Two of these groups, consisting mainly of students who had been in Grade 13 in the spring of 1980 or 1981, had also completed questionnaires in 1982. The majority of these graduates had followed a bilingual program starting in Grade 7, 8, or 9. The third graduate group, consisting of students who had been in Grade 13 in 1982-83, included a higher proportion of graduates of the full Ottawa late-entry program starting in Grade 6. Over 80 per cent of these immersion graduates were taking courses and most planned to continue their studies in 1984-85.

In Carleton 80 per cent of the students still in high school had taken 10 to 12 courses in French in Grades 9 to 12 and the same proportion of Ottawa students had taken the 13 French credits needed for the "Bilingual Certificate" offered by that board. Over half of the students had taken or planned to take some French in Grade 13 and about 90 per cent expected to continue their education in the following year.

The Grade 12 and 13 respondents had more confidence in their ability to understand written or spoken French than in their capacity to write or speak the language, but less than 10 per cent expected to have considerable difficulty in any of the four skill areas. When asked how they thought French would be important to them in the future, the largest group cited improved job opportunities. These students most often mentioned that the courses in French literature had been a particularly good aspect of the program. More of the early-entry than of the late-entry graduates believed immersion should start in Kindergarten or Grade 1.

Like the Grade 12 and 13 students, members of the 1983 graduate group rated their French listening and reading skills higher than their writing or speaking proficiency. When choosing

a post-secondary institution, these graduates rated the institution's reputation and location as more important than the French language facilities. When respondents in this group were asked about effects of the immersion or bilingual program, most made positive statements about the value of the French skills they had acquired or about other benefits of the program. The only negative effect mentioned by more than 10 per cent of the group was the restriction the program placed on course choice in high school.

About one in four of the total group of graduates surveyed had taken a French course in the previous year and about half expressed a desire to take further courses. About a third of these students had used French "scarcely at all" apart from courses taken, while over half indicated that they had used it to some degree in a work situation. Around 40 per cent of respondents felt their French proficiency had decreased because of lack of opportunity to use the language. Over half of those in the three graduate groups indicated that they expected that French would be "very important" to them in the future in opening up better job opportunities and in travelling. Over a third of respondents believed that postsecondary institutions should play a major role in helping students improve their French skills, and about the same proportion said that the role should be a modest one.

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INTRODUCTION

Historical Background

The programs. For ten years or more both the Ottawa and the Carleton Boards of Education have offered intensive programs in French in selected high schools. By 1984 three high schools in Ottawa and five in Carleton offered programs in which students could take up to half of their course load in French. In Ottawa a "Bilingual Certificate" was granted to those who completed at least 13 of their high school credits in French.

The first groups entering the bilingual high school program included mainly students from the core French program (20 minutes per day) in Grades 1 to 8, along with a few students from French-language schools. Over the years, the core program in both boards increased to 40 minutes per day and the students also had the opportunity to enroll in the late-entry immersion program in Grades 6 to 8 in Ottawa or in Grades 7 and 8 in Carleton. Later the graduates of early-entry immersion programs began to reach the high school level, starting in 1979-80. By the 1983-84 school year those at the Grade 12 and 13 level in the bilingual program included students from both early- and late-entry programs, including some from the separate schools, as well as a few with other backgrounds.

The surveys. Since 1981, information about Ottawa and Carleton students in immersion programs has been collected by means of surveys, both of students in high school and of those who have graduated a year or more earlier. The first survey of Grade 12 students asked them to evaluate the program they had followed and to assess the level of French proficiency they had reached. It was also designed to obtain information about their future educational and career plans and to obtain a record of a permanent address at which these students could be reached later. A revised version of this questionnaire was used again with Grade 12 students in the following year and updated information sought from the first group. Details of the results of these surveys are given in Working Papers 143 and 146 (Bonyun, 1981, 1982).

In the spring of 1982 a follow-up study was undertaken of students who had been in the Ottawa Grade 12 groups of 1978-79 and 1979-80. Most of these students had completed Grade 13 one or two years prior to the survey. (See Working Paper 147, Bonyun, 1982.)

The 1984 Project

The investigations carried out in 1984, as part of a contract with the Ministry of Education of Ontario, included a continuation of the surveys both of students still in school and of those who had left. This part of the final report provides a brief overview of the response to questionnaires given to students at the Grade 12 and 13 level in a bilingual program in Ottawa and Carleton. It also contains a summary of the answers given in 1984 by three Ottawa graduate groups. A more detailed description of the survey of bilingual-program graduates is found in Working Paper 161, and of Grade 12 and 13 students in Working Paper 160. Part I of the Eleventh Annual Report submitted to the Ministry outlines the test results obtained at the Grade 12 level in 1984 and summarizes some of the earlier findings for this group, while Part II presents the data obtained from the tracing procedures for this cohort and a later one.

Respondent groups. All Grade 12 students in an Ottawa bilingual program or in a Carleton program for immersion students at this level constituted the first target group, involving nearly 200 students in Ottawa and about 125 in Carleton. The Grade 13 group included about 150 Ottawa students and over 100 in Carleton who had been in such a Grade 12 program in the previous year, whether or not they were presently enrolled in any French courses offered by the bilingual departments.

It should be noted that these groups included the first two sizeable cohorts of primary-entry immersion students to reach this level. The Grade 12 group in particular (the K-71 cohort) has been followed since starting Kindergarten and a considerable amount of information regarding their progress through school and achievement in various areas has been presented in previous reports.

The Ottawa graduate groups surveyed in 1984 consisted mainly of students who had completed Grade 13 in 1980, 1981, and 1983. As mentioned earlier, each of these groups had answered a questionnaire in the spring of 1982. The class list for French Language 12A from

the appropriate years provided the initial definition of these groups. The 1980 group included 128 students from one high school and the 1981 group 136 students from two schools; the latter group included the first few students to have experienced the full Ottawa late-entry program starting in Grade 6. The 1983 cohort consisted of 153 former students from three Ottawa high schools.

Procedures. The Grade 12 questionnaire was completed at the same time as French proficiency testing was carried out with this group in the spring of 1984. Since no other testing was being done at the Grade 13 level, the Heads of the Bilingual Departments of the various schools involved attempted to distribute questionnaires to the designated students; in some cases students were contacted at other schools in the area. A follow-up by mail was also carried out for those students who had not returned questionnaires through the schools.

Questionnaires for graduates were developed and mailed to the target groups in late August, using addresses obtained through earlier surveys. In October, a telephone follow-up was carried out in which attempts were made to contact all those who had not returned questionnaires. Updated addresses were obtained and a second copy of the questionnaire was mailed to most of those who had not yet replied.

Instruments. The initial group of items on the questionnaires for Grade 12 and 13 students sought information about the type of program followed in elementary and secondary school, to assist in the definition of the analysis groups both for test scores and for questionnaire responses. Another group of questions pertained to the students' plans for education or employment, including the expected role of the French language in these plans.

Students in both Grade 12 and 13 groups were asked to rate their own level of French proficiency and to indicate how well prepared they felt to use their French in a job or education. Students also had an opportunity to describe particularly good aspects of the program they had followed and improvements they felt were needed.

The members of the 1983 graduate group were asked about their high school courses and the effects of the bilingual program on their experiences in school and since leaving. There were also questions about the importance of various factors in their choice of a post-secondary institution and about the subjects they considered suitable to be taken in French. Other

questions for all of the graduate groups pertained to jobs held and programs of studies followed in the previous year and plans for future career and education. Respondents were also asked about their present level of French proficiency, recent use of the language, and French courses taken or planned, as well as about the expected importance of the French language in several aspects of their lives. Another item asked for their opinions about the role of universities and colleges in helping students to improve their French. Copies of the four different instruments used in 1984 are found in Appendix A.

Response rates. The 145 questionnaires completed by Grade 12 students in an Ottawa bilingual program represent approximately 77 per cent of the total enrolment at that level, while responses were received from 92 students or 69 per cent of the Carleton group. At the Grade 13 level, a total of 117 completed questionnaires were received from Ottawa students and 72 from Carleton, representing 82 and 65 per cent of the target groups in the two boards.

A total of 34 questionnaires from the three graduate groups (1980, 1981, and 1983) were returned by the post office as undeliverable. No current address could be found for these former students, so that the number thought to have received the questionnaires consisted of 147 students in the 1983 group and 240 in the groups graduating in 1980 and 1981. In each case the respondents consisted of about 70 per cent of those assumed to have received questionnaires.

BILINGUAL-PROGRAM STUDENTS IN GRADES 12 AND 13, OTTAWA AND CARLETON

School Background

As may be seen in Table 1, almost half of the Grade 12 respondents from the Ottawa Board indicated that they had been in an early-entry immersion program (EFI) between Grades 5 and 8, while about a quarter had followed the Ottawa late-entry immersion program (LFI) consisting of 100 per cent French instruction in Grade 6 and 50 per cent in Grades 7 and 8. At the Grade 13 level in Ottawa, the proportions of early- and late-entry students were different from those found in the Grade 12 group, since more of the latter group had had the opportunity to enter immersion at an early age. In the Carleton Board, about 40 per cent of respondents at both levels had followed that board's late-entry program of 80 per cent French instruction in each of Grades 7 and 8, while a smaller subgroup had been in an early-entry immersion program at least since Grade 5. Other subgroups had come from immersion or bilingual programs in the separate schools and a few from other elementary school programs.

TABLE 1

RESPONDENT GROUPS FOR STUDENT SURVEY: OTTAWA AND CARLETON
GRADE 12 AND 13 BILINGUAL-PROGRAM GROUPS, SPRING 1984

Program in elementary school	Per cent of group			
	Grade 12		Grade 13	
	Ottawa	Carleton	Ottawa	Carleton
Early-entry immersion	48	18	19	32
Late-entry immersion	24	41	33	36
Separate Board program	20	20	23	10
Other	8	21	25	22
Total number in group	145	92	117	72

Responses to other questions indicated that the proportion of the various groups who had spent any time in a francophone school was generally small (around 10 per cent). Very few in any of the groups had experienced one or more years of schooling in which they had no French instruction.

In another question for both Grade 12 and 13 students, respondents were asked to indicate what extracurricular opportunities they had had to learn French. Table 2 shows the per cent of each group who had had various kinds of opportunities to increase their French proficiency. Overall about a quarter of the respondents mentioned participating in a bilingual exchange, which was the experience described most often.

TABLE 2

OPPORTUNITIES TO LEARN FRENCH: OTTAWA AND CARLETON
GRADE 12 AND 13 BILINGUAL-PROGRAM GROUPS, SPRING 1984

Opportunity to learn French	Per cent of group			
	Grade 12		Grade 13	
	Ottawa	Carleton	Ottawa	Carleton
Bilingual exchange	32	16	24	29
Job	10	11	22	28
Travel	14	11	11	14
Home or parents	10	11	9	4
Friends or relatives	6	8	11	7
Summer program	8	5	5	7
Total number in group	145	92	117	72

High School Courses in French

There appeared, from the respondents' lists of high school courses taken in French, to be considerable variation from school to school in the number and content of courses offered. Table 3 shows the information about number of French courses taken in Grades 9 to 12 by the

Grade 12 and 13 groups. At both grade levels, students in the Carleton Board tended to take fewer courses in French than those in Ottawa. There was generally little difference between responses of the early- and late-entry students in a given board.

TABLE 3

NUMBER OF FRENCH COURSES TAKN IN GRADES 9 TO 12: OTTAWA AND CARLETON GRADE 12 AND 13 BILINGUAL-PROGRAM GROUPS, SPRING 1984

Number of French courses in grades 9 to 12	Per cent of respondents			
	Grade 12		Grade 13	
	Ottawa	Carleton	Ottawa	Carleton
10 or fewer	7	57	9	54
11	1	23	4	25
12	12	17	14	20
13	60	2	60	1
14	14	1	9	0
15 or more	6	0	4	0
Number of respondents	145	91	113	72

Table 4 shows the number of Grade 13 French courses taken by the Ottawa and Carleton Grade 13 groups and by three Ottawa graduate groups. This table also shows the intentions regarding French of those Grade 12 students who planned to return for Grade 13 the following year. Significant differences existed between the distributions of responses for the Ottawa and Carleton Grade 12 groups and between those of the Grade 12 and 13 groups in Ottawa.

TABLE 4

GRADE 13 FRENCH COURSES TAKEN OR PLANNED: OTTAWA AND CARLETON GRADE 12 AND 13 BILINGUAL-PROGRAM GROUPS AND THREE OTTAWA GRADUATE GROUPS

No. of gr. 13 French courses taken or planned	Per cent of respondents						
	Grade 12		Grade 13		Ottawa graduates		
	Ottawa	Carleton	Ottawa	Carleton	1983	1981	1980
None	24	46	43	35	43	33	16
One	52	53	40	60	41	38	39
Two or more	24	1	17	5	16	29	45
No. of respondents	136	79	113	72	95	85	62

The Ottawa Grade 13 groups of 1980, 1981, 1983, and 1984 can be seen in Table 4 to differ in the number of French courses taken in their Grade 13 year. Moreover, when the total number of French courses in Grades 9 to 13 was computed for these four Ottawa cohorts, it was found that the proportion taking 15 or more French courses throughout high school decreased from nearly half for the 1980 group to about a sixth for the 1984 group, probably reflecting changing opportunities to take French prior to high school.

French Proficiency

Table 5 shows the responses of the Grade 12 and 13 groups from the two boards to the item asking them to assess their level of French proficiency in listening, reading, writing, and speaking. For almost all the groups, there were significant differences between ratings for listening and reading on the one hand, and writing and speaking on the other. However, distributions for early- and late-entry subgroups did not differ except at Grade 13 for writing and speaking in Ottawa and for listening in Carleton. Responses of the Grade 12 and 13 groups are similar to those of the three graduate groups on surveys conducted one or two years after leaving high school, in spite of differences in the backgrounds of the groups. Responses to another open-ended question indicated that about 80 per cent of students in Grades 12 and 13 felt they were at least adequately prepared to use French in a job or further education.

TABLE 5

SELF ASSESSMENT OF FRENCH PROFICIENCY: OTTAWA AND CARLETON GRADE 12 AND 13 BILINGUAL-PROGRAM GROUPS, SPRING 1984

Skill area and rating	Per cent of respondents			
	Grade 12		Grade 13	
	Ottawa	Carleton	Ottawa	Carleton
Listening				
With difficulty	0	0	1	1
Adequately	25	26	15	17
With confidence	75	74	84	82
Reading				
With difficulty	1	1	0	0
Adequately	25	23	21	21
With confidence	74	76	79	79
Writing				
With difficulty	5	2	5	3
Adequately	53	59	53	50
With confidence	42	39	42	47
Speaking				
With difficulty	6	5	9	1
Adequately	55	63	53	53
With confidence	39	32	38	46
Number of respondents	145	91	117	72

From 14 to 27 per cent of respondents in Grades 12 and 13 indicated that their present level of French proficiency exceeded what they had expected to achieve on entering the program. On the other hand, from 12 to 25 per cent of these students felt they were not as good as they had expected to be. About 12 per cent of respondents pointed out that they had had no particular expectations because of entering the program at an early age.

Opinions about the Program

Table 6 indicates the responses most frequently given by Grade 12 and 13 students in answer to a question about particularly good aspects of the program they had followed. The students in Ottawa most often mentioned the literature program and exchanges or field trips and those in Carleton also cited the literature program as well as some facet of oral French. In the 1982 survey of Ottawa bilingual-program graduates, it was found that over a third had mentioned the French literature program, while the language program, the teachers, and field trips were each mentioned by about 15 per cent of these groups.

TABLE 6

POSITIVE ASPECTS OF THE IMMERSION OR BILINGUAL PROGRAM: OTTAWA AND CARLETON GRADE 12 AND 13 BILINGUAL-PROGRAM GROUPS, SPRING 1984

Response	Per cent of group mentioning			
	Grade 12		Grade 13	
	Ottawa	Carleton	Ottawa	Carleton
French literature, reading	20	20	27	32
Bilingual exchanges, field trips	19	8	21	19
Particular subject in French*	18	4	15	7
Teachers	11	4	15	17
Oral work, talking French in class, discussions	3	13	14	22
Language, written work, grammar	10	7	15	8
Being able to take subjs. in Fr.	6	9	13	11
Full immersion in early grades	2	10	7	7
No response	18	33	18	17
Total number in group	145	92	117	72

* Students mentioned one or more of mathematics, history, geography and drama.

A further open-ended question asked students to describe improvements they felt were needed in the bilingual or immersion programs. Nearly 25 per cent of respondents omitted the question, said they did not know, or indicated that the program was fine as it was. The five most frequently mentioned areas shown in Table 7 were also among those suggested most often by earlier cohorts of graduates.

TABLE 7

SUGGESTED IMPROVEMENTS TO BILINGUAL OR IMMERSION PROGRAMS: OTTAWA AND CARLETON GRADE 12 AND 13 BILINGUAL-PROGRAM GROUPS, SPRING 1984

Response	Per cent of group mentioning			
	Grade 12		Grade 13	
	Ottawa	Carleton	Ottawa	Carleton
More oral work, practical French	29	33	26	24
Better teachers	19	4	30	17
Wider course selection	15	12	16	24
Improvements in language program	10	2	11	1
More outings, plays, films, etc.	8	7	5	10
Changes in literature program	3	8	6	8
More emphasis on writing, grammar	1	5	7	8
No response	32	25	17	11
Total number in group	145	92	117	72

For both boards and grade levels, there was a significant difference between responses of early- and late-entry subgroups to a question about the optimal level for starting an immersion or bilingual program. Over 80 per cent of the early-entry students favoured starting immersion in Kindergarten or Grade 1, while in the late-entry groups less than 50 per cent felt children should start immersion as early as this. In earlier cohorts of graduates, which had included no early-entry immersion students, about half favoured starting immersion by Grade 1.

Plans for the Future

Over 80 per cent of the Grade 12 respondents in Ottawa and Carleton intended to take Grade 13 the following year and almost all the remainder planned to follow other types of post-secondary educational programs. Only about two per cent of these groups intended to have full-time jobs in the coming year, although about three-quarters of them expected to work part-time. Over 90 per cent of the Grade 12 groups indicated their intention to pursue some sort of further education after the 1984-85 academic year.

The proportion of the two Grade 13 groups indicating that they intended to be full- or part-time students in the following year was also about 90 per cent. Just over 35 per cent of the respondents planned to enter an arts-type program at a university, while about a quarter intended to work for a science degree and smaller groups were entering engineering or business. The high proportion of the Grade 12 and 13 groups who expect to attend universities or colleges is similar to that found with other cohorts of bilingual-program graduates.

Students in the groups in Grades 12 and 13 were asked in an open-ended question about the role they expected the French language to play in their future jobs or education. Responses generally fell into a few categories, as shown in Table 8.

TABLE 8

FUTURE ROLE OF FRENCH LANGUAGE: OTTAWA AND CARLETON
GRADE 12 AND 13 BILINGUAL-PROGRAM GROUPS, SPRING 1984

Role of French	Per cent of group mentioning			
	Grade 12		Grade 13	
	Ottawa	Carleton	Ottawa	Carleton
Improved job opportunities	52	43	37	44
Expect or hope to use in job	17	22	39	29
Communication, useful in general	25	25	26	21
Expect to take courses	8	12	15	28
Important role (unspecified)	5	7	2	4
Travel, living in French area	6	2	6	0
Little or no role	5	5	8	4
No response	9	8	4	1
Total number in group	145	92	117	72

School Background

High school courses. All but three of the 102 respondents in the 1983 graduate group indicated that they had obtained at least the 27 credits needed for a Grade 12 diploma, and almost 85 per cent of them had completed six or more credits at the Grade 13 level, as required for the Ontario Secondary School Honours Graduation Diploma. Table 9 shows responses of this group to a question about French credits. About 80 per cent of the respondents had obtained the 13 French credits required for their "Bilingual Certificate" by the end of Grade 12 and over half of the respondents had also taken some French in Grade 13.

TABLE 9

NUMBER OF HIGH SCHOOL FRENCH CREDITS:
1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Grades	Number of French credits	Per cent of group
Grades 9 to 12	12 or fewer	18
	13	52
	14	15
	15 or more	6
No response		9
Grade 13	none	40
	one	38
	two or more	15
No response		7
Total number in group		102

Effects of the program. Tables 10 and 11 indicate the respondents' views of the positive and negative effects of the bilingual program on their experiences in school and since leaving. The responses of the 1983 graduate group regarding the effects of the bilingual program were generally similar to those of the 1980 and 1981 groups to the same question in 1982.

TABLE 10

POSITIVE EFFECTS OF THE BILINGUAL PROGRAM:
1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Positive effect mentioned	Per cent of group
Is an asset in job market, useful for career goals	42
Provided opportunity to acquire second language	25
Is useful in communication, travel	18
Provided close-knit group, sense of belonging	11
Was preparation for university work	8
Heightened appreciation of another culture	8
Increased confidence in using French	7
Made high school program more interesting, challenging	6
Broadened interests, knowledge, perspective	6
Increased appreciation of English, other languages	3
Developed self-esteem, satisfaction	3
Set high standards	3
Developed quality of determination, good study habits	2
No positive effects	3
No response	4
Total number in group	102

As shown in Table 10, about a quarter of the students said the program had provided an opportunity to learn more French, which they evidently felt was of benefit to them. Over 40 per cent specifically mentioned the benefits of being bilingual when applying for a job.

Smaller groups mentioned the value of being a member of a close-knit group of participants in the program or of having a more interesting and challenging course of studies, as well as opportunities to develop good attitudes and habits.

Nearly a third of the respondents did not answer the part of the question about negative effects and another dozen replied "none". Table 11 shows that over a quarter of the group mentioned the restrictions on the choice of courses necessitated by taking 13 credits in French. Lower marks, isolation from the rest of the school, decreased English skills, and increased work load were each mentioned by only a handful of respondents.

TABLE 11

NEGATIVE ASPECTS OF THE BILINGUAL PROGRAM:
1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Negative effect mentioned	Per cent of group
Decreased choice of courses or school	28
Provided poorer teaching	7
Lowered marks	6
Group was isolated from rest of school	4
English suffered	5
Increased work load	3
Does not make you totally bilingual	3
Does not provide enough opportunity to use French	3
Level of French was too low	2
Learned less in French courses	1
Other courses suffered	1
Hostility from other students	1
Students felt like guinea pigs	1
Bilingual certificate does not mean much	1
No negative effects	13
No response	32
Total number in group	102

Activities Since Leaving School

Education. As may be seen in Table 12, about 90 per cent of the members of the 1984 graduate group, and almost as high a proportion of the two other groups, were pursuing further education during the 1983-84 academic year. These figures are comparable to responses of the two graduate groups in 1982, although the format of the question on the two surveys was somewhat different. A total of 32 respondents from the 1980 group and 10 from the 1981 group had obtained a first degree at the time the 1984 survey was conducted.

TABLE 12

EDUCATIONAL PROGRAM IN 1983-84 ACADEMIC YEAR:
1980, 1981, AND 1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Program	Per cent of group		
	1980 group	1981 group	1983 group
University programs:*			
Arts	36 (16%)#	42 (8%)#	32
Science	18 (7%)	24 (1%)	23
Commerce	10 (7%)	8	10
Applied science	5 (4%)	5	11
Nursing, medicine, law	4	2	0
Community college programs	6 (5%)	0	8
Other part-time courses	7	3 (1%)	5
No courses	14	16	10
No response	0	0	1
Total number in group	81 (40%)	87 (11%)	102

* Arts - includes Fine Arts, Journalism, Social or Environmental Studies, Social Work and Religion
Science - includes Mathematics and Computer Science
Commerce - includes Business Administration, Public Administration
Applied Sciences - includes Engineering and Architecture

\# Figures in brackets indicate the per cent of respondents in that group who had completed a university degree at the time the survey was conducted.

About 90 per cent of the 1983 graduate group planned to take courses in the 1984-85 academic year. Of the earlier groups, over 80 per cent planned to be part- or full-time students in 1984-85, including nearly 60 per cent of the subgroup of respondents who had already obtained one degree.

Respondents in the 1983 graduate group who had attended a post-secondary institution in 1983-84 or who planned to do so in 1984-85 were asked to rate 16 different factors as to their importance in the choice of a post-secondary institution. As may be seen in Table 13, the institution's academic reputation and location were very important to the largest proportion of these students in the selection of a university, while the French-language facilities were of some importance to only about 40 per cent of respondents.

TABLE 13

IMPORTANCE OF SEVERAL FACTORS IN THE CHOICE OF A POST-SECONDARY INSTITUTION: 1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Factor	Per cent of respondents		
	Not import.	Somewhat import.	Very import.
The good reputation of one particular program	6	33	61
Institution's reputation for academic excellence	7	45	48
Financial considerations	29	34	37
Opportunity to move away from my home town	51	20	29
Institution's location close to home	31	41	28
Availability of job-oriented programs	45	29	26
Advice or encouragement of family and friends	39	44	17
Size of community where institution is located	55	32	13
Institution's French-language facilities	60	31	9
Opportunity to be with friends	56	35	9
Advice or encouragement of counsellors	63	30	7
Institution's size	58	36	6
Advice or encouragement of high school teachers	60	35	5
Language of local community	65	31	4
Institution's athletic programs and facilities	62	34	4
Family tradition or example	84	14	2

* Based on 95 respondents who had attended or planned to attend a post-secondary institution

Employment. Table 14 shows the number of respondents from all three groups who indicated that they had held jobs since leaving high school. It may be seen that almost all these respondents had been employed in some way during this period; many had held summer or part-time jobs only, but nearly a third of the earlier groups indicated that they had been employed on a full-time basis for at least part of the time since leaving school.

TABLE 14

TYPES OF JOB HELD SINCE LEAVING HIGH SCHOOL:
1980, 1981, AND 1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Type of job held	Per cent of group		
	1980 group	1981 group	1983 group
No job	1	1	3
Summer jobs only	33	39	53
Part-time jobs	13	12	13
Full-time jobs	27	15	6
Other or combination of the above	25	26	20
Work term jobs ("co-op" program)	1	7	4
No response	0	0	1
Total number in group	81	87	102

As described in answers to the second part of this question, the type of work done by most of the members of the three respondent groups was in fields often associated with student summer or part-time employment: in food services, sales, office or clerical work, recreational programs, or manual labour. The complete list of jobs mentioned is very extensive and not easily summarized.

Exposure to French

French courses. Table 15 shows the number of respondents who indicated that they had taken courses in French conversation, courses in French language and literature, and other subjects with French as the language of instruction. For the 1980 and 1981 groups this question was directed towards the previous two years, while for the 1983 group it related to the time since leaving high school. It may be seen that from 25 to 30 per cent of the groups had taken at least one French course during the indicated time, with language and literature being the type of course most frequently taken.

TABLE 15

RECENT FRENCH COURSES TAKEN:
1980, 1981, AND 1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Type of course taken	Per cent of respondents		
	1980 group	1981 group	1983 group
French conversation	5	10	14
French language and literature	18	17	18
Other subject taught in French	11	7	9
At least one French course	25	29	30
Number of respondents	79	87	102

In 1982 it was found that there was a significant difference between the distribution of responses of the two graduate groups surveyed at that time to a question about the number of French courses taken in the first year of university. Table 16 shows responses of the 1980 and 1981 groups to both surveys and of the 1983 group to the present questionnaire; respondents included in this table are those who indicated that they were students at the time of the survey. It will be seen that 1984 responses of all the graduate groups appear similar to those of the 1981 group the year after they had completed Grade 13.

TABLE 16

NUMBER OF FRENCH COURSES TAKEN IN PREVIOUS YEAR:
1980, 1981, AND 1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Year of h.s. graduation	Year of survey	Per cent of group taking			N
		No French course	One French course	Two or more courses	
1980 group	1984	72	12	16	68
1981 group	1984	69	12	19	73
1983 group	1984	68	22	10	91
1980 group	1982	51	39	10	62
1981 group	1982	70	24	6	81

An open-ended part of the question about French courses asked how well prepared respondents felt they had been for the courses they had taken. No more than a quarter of those answering this question mentioned any significant problems and those that were mentioned most often involved speaking.

Only about a third of the 1980 and 1981 groups, and a smaller proportion of the 1983 cohort, who had taken French courses expressed reservations about the suitability of courses taken for their present needs and level of proficiency. It should be remembered that their needs for courses probably varied considerably, as did the level of the courses taken, which appeared to range from a review of basic French grammar to degree courses at a French language university.

About 30 per cent of the respondent groups indicated that they would have taken other French courses had they had the opportunity to do so. Among the courses mentioned in this context were French literature and conversation courses and a wide variety of other subjects taught in French, each being suggested by a small number of respondents.

Use of French. Table 17 shows the number of students choosing each response to a question about the extent to which French had been used, except in courses, either during the previous two years (for the 1980 and 1981 group) or since leaving high school (for the 1983 group). It

may be seen that, in each graduate group, about a third indicated that they had made little use of the language, while approximately 40 per cent had used it both at work and in other situations. It should be noted that this item does not give information to distinguish between those who used French occasionally and those who used it frequently in a given situation.

TABLE 17

RECENT USE OF FRENCH:
1980, 1981, AND 1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Response	Per cent of respondents		
	1980 group	1981 group	1983 group
Scarcely at all	30	35	31
Only with friends and family	7	11	7
Only at work	14	18	23
Both at work and outside of work	49	36	39
Number of respondents	81	87	102

French Proficiency

Self-assessment. Table 18 shows how the 1983 graduate group responded to an item asking them to assess their ability to participate in out-of-school situations requiring various French skills. It may be seen that roughly three-quarters of the group felt confident of their ability to understand or read French, but a significantly smaller proportion ($p \leq 0.001$) felt confident about speaking or writing the language. Comments added by a number of students explained how their proficiency had been affected by recent exposure to French or described their problems with the language, most often in the area of speaking.

TABLE 18

SELF-ASSESSENT OF FRENCH PROFICIENCY,
1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Skill	Proficiency level	Per cent of group
Listening	With difficulty	2
	Adequately	20
	With confidence	78
Reading	With difficulty	2
	Adequately	24
	With confidence	74
Writing	With difficulty	12
	Adequately	55
	With confidence	33
Speaking	With difficulty	11
	Adequately	50
	With confidence	39
Total number in group		102

In order to examine the respondents' assessment of their French proficiency in relation to other answers regarding exposure to French, cross-tabulations were carried out among several of the variables. For reading, writing, and speaking, but not for listening, there was a significant difference in estimated proficiency between the group which took French in Grade 13 and those who did not ($p \leq 0.05$). When respondents were divided according to whether or not they had taken a French course at the post-secondary level, a difference was found in writing ($p \leq 0.01$) and speaking ($p \leq 0.05$), but not in listening or reading. Ratings on all four French skills were significantly related ($p \leq 0.001$) to responses to the question about the extent to which the language had been used since leaving high school.

The 1980 and 1981 groups were not asked the same question about French proficiency as the 1983 group, but were asked to describe how prepared they felt to use French in a work, educational, or social situation. For just over 30 per cent of respondents in these groups, answers indicated a high degree of confidence in their ability to use French, while a similar proportion used words such as "moderately", "fairly", or "adequately" prepared to describe how they felt. The remainder expressed some reservations, their answers ranging from "not at all prepared" to "well enough to get by" or "a little rusty".

Responses to this question for the 1980 and 1981 groups were coded on a five-point scale and examined in relation to answers about recent exposure to French. Those respondents who had taken some French courses in the previous two years felt more prepared to use French than those who had not ($p \leq 0.05$). Moreover, a significant relationship ($p \leq 0.001$) was found between respondents' preparedness to use French and the extent to which French had been used in the previous two years.

Changes in proficiency. Almost a quarter of the 1983 graduate group believed that their French proficiency has improved since leaving school, while about 40 per cent felt their French was not as good as it had been on completing high school. Respondents' explanations of the reasons for such changes clearly indicate that exposure to the language was the major factor. Answers to this question were significantly related to those about post-secondary French courses taken ($p \leq 0.01$) and to those involving recent use of French ($p \leq 0.001$).

For a subgroup of about 80 respondents from the 1983 group it was possible to compare the assessment of their level of French with their answers to the same question when they were in Grade 12. For all four skill areas, the proportion who said in 1984 that they could use French "with confidence" was higher than it had been in 1982; in the case of reading the difference was significant ($p \leq 0.001$). For only about half the respondents in this subgroup did differences between the two assessments of proficiency appear to be in agreement with answers to the earlier question about changes in French proficiency.

Respondents in the 1980 and 1981 graduate groups were also asked to indicate whether their level of proficiency in French had changed in the previous two years, and, if so, how and why. Almost 60 per cent of respondents felt that their proficiency in one or more areas had decreased, and only about 20 per cent indicated that they had improved. A small group

felt their skills had improved in one area and declined in another. There was a significant difference among the three graduate groups ($p \leq 0.05$), with a higher proportion of those who had been out of school longer feeling that their level of proficiency had decreased.

Virtually all respondents in the 1980 and 1981 graduate groups who mentioned a change in proficiency attributed it to the extent to which they used the language. When answers to the question about changes in French proficiency were tabulated in relation to those about courses taken or other use of French, it was found that such changes are strongly related to the use of French ($p \leq 0.001$) and to courses taken in the language ($p \leq 0.05$).

Other Questions

Courses suitable to be taught in French. An open-ended question asked respondents in the 1983 group which high school and college courses they felt were most suitable to be taken in French and to give reasons for their answers. The subjects most frequently mentioned (by about 40 per cent of the group) were the social sciences and French literature, while French language and mathematics were each suggested by almost a quarter of respondents. Ten per cent or less mentioned science, dramatic arts, or French conversation, and individuals or small groups mentioned courses in a variety of other areas. Reasons given for suggesting these courses included the provision of opportunities to speak French or to obtain practice in reading and writing, to learn about French culture, and to broaden knowledge, especially about literary works.

While respondents were generally in agreement about the suitability of the social sciences or arts subjects, opinions were much more varied about mathematics, the sciences, or technical subjects. Seventeen respondents said mathematics was not a good subject to take in French, while 19 said this about science or technical subjects. Some of these students felt that these subjects were too difficult or technical to take in French, that English was the language of the scientific community, that it would be difficult to take further mathematics or science courses in English, or that not much French was learned by taking mathematics in French. The similarity of terms and ease of translating back and forth between the two languages was mentioned by those who favoured taking mathematics in French.

Recommendations regarding learning French. Some of the responses of the 1980 and 1981 graduate groups to the question "What recommendations would you have for a student in elementary school wishing to learn French under the present circumstances?" indicate that it was interpreted as meaning "Would you recommend learning French?" Those who made this interpretation were unanimous in responding in the affirmative, but there was less agreement within the group who interpreted the question as asking for recommendations about the best way to learn French, as may be seen in Table 19.

TABLE 19

RECOMMENDATIONS REGARDING WAYS OF LEARNING FRENCH MADE BY 1980 AND 1981 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Area	Recommendations made	Number of respondents
Type of program	Take bilingual program	26
	Take immersion program	12
	Take immersion and/or bilingual program	15
	Go to a French school	8
	Speak French in class	5
	Take other subjects in French	4
	Take program which emphasizes conversation	4
Time to learn French	Start early	14
	Start between grade 4 and grade 7	7
	Maintain it, keep it up through high school and beyond	15
Activities outside school	General: Practise as much as possible, seek opportunities to use it	27
	Travel, live in a totally French milieu	16
	Go on exchange programs	15
	Watch French TV, theatre, films	10
	Read French books and magazines	6
	Make French-speaking friends	5
	Listen to French radio	3
No response		11
Total number in group		168

Role of universities and colleges. Respondents in all the graduate groups were asked about the extent to which they believed universities and colleges should play a role in helping students to improve their French and, in the second part of the question, to describe what that role should be. Table 20 shows the responses to the first part of this item.

TABLE 20

ROLE OF UNIVERSITIES AND COLLEGES IN HELPING STUDENTS IMPROVE FRENCH PROFICIENCY: 1980, 1981, and 1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Response	Per cent of group		
	1980 group	1981 group	1983 group
A very important role	51	40	36
A modest role	38	50	47
No role at all	6	1	6
Don't know	4	6	10
No response	1	3	1
Total number in group	81	87	102

Suggestions for ways in which post-secondary institutions could help their students to meet their needs for French included ideas for both academic programs and extracurricular activities. The suggestion made most frequently was that suitable French courses should be widely available, including a variety of types and levels. About 12 per cent of respondents suggested offering other subjects in French or a bilingual program. Opinion was divided regarding compulsory French courses; about ten per cent of respondents felt a language course or a certain level of proficiency should be mandatory, while a slightly larger group took the view that the decision should be up to the student at this level. A group of over 30 respondents suggested that the university should encourage contact with French by promoting social activities, clubs, and other extracurricular activities. Summer immersion programs, exchanges, and trips were mentioned by a somewhat smaller group.

Plans for the Future

Graduates in all groups were asked about their long-range career and educational objectives, and as well about their plans to take further French courses and their expectations about the role the French language would play for them in the future. Although their answers do not reveal how definite these plans were, about half of the total group expressed a desire to take further French courses, as may be seen in Table 21. This proportion is about the same as that found in 1982 when the 1980 and 1981 graduate groups were asked a similar question.

TABLE 21

PLANS TO TAKE FURTHER FRENCH COURSES:
1980, 1981, AND 1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Type of course	Per cent planning to take courses		
	1980 group	1981 group	1983 group
French conversation	17	17	18
French language and literature	7	9	13
Other subject taught in French	10	5	6
Two of the above types	6	5	16
All three types of course	9	5	6
No plans to take more French	47	56	41
No response	4	3	0
Total number in group	81	87	102

Table 22 shows the responses of the three graduate groups to a question about the expected importance of French in several aspects of their future jobs or education. The only significant difference among the responses of the groups occurred in the case of the question about the possibility of taking courses in which French is the language of instruction ($p \leq 0.05$). For all of the groups, job opportunities and travel were the areas where the highest proportion of respondents felt French would be very important to them. The question asked of

the Grade 12 and 13 students surveyed was different in format, but it will be recalled (Table 8) that improved job opportunities was the area in which the highest proportion of these groups expected the French language to play a role in their future.

TABLE 22

FUTURE IMPORTANCE OF FRENCH:
1980, 1981, AND 1983 GRADUATES OF OTTAWA BILINGUAL PROGRAM

Aspect of job or education	Group	Per cent of respondents			N
		Not import.	Somewhat import.	Very import.	
Helping to open up more job opportunities or to get a better job	1980	6	33	61	81
	1981	4	29	67	85
	1983	3	23	74	102
Making travel to places where French is spoken more convenient	1980	9	23	68	81
	1981	3	34	63	86
	1983	11	36	54	102
Making it possible to take courses in which French is the language of isntruction	1980	16	30	54	81
	1981	18	27	55	86
	1983	29	42	29	102
Usefulness in chosen line of work	1980	14	50	36	80
	1981	17	49	34	86
	1983	15	45	40	101
Opening up a wider range of activities in my private life	1980	22	48	30	80
	1981	30	43	27	86
	1983	26	54	20	101

In describing their long-range career and educational objectives, most of the 1983 respondent group mentioned completing their current post-secondary program and finding work in their chosen field. About a quarter of this group and over a third of the earlier groups mentioned the possibility of education beyond a bachelor's level. About ten per cent of each group mentioned using French or the benefits of being bilingual.

SUMMARY

The investigations carried out by the Research Centre as part of the 1984 contract with the Ministry of Education of Ontario included surveys of bilingual-program graduates, both at the end of high school and one or more years after completing school. The Grade 12 and 13 groups in the Ottawa and the Carleton Board included the first sizeable groups of early-entry immersion students to reach the end of high school; the Grade 12 groups in particular have been followed since Kindergarten and tested extensively at several stages of their school career.

In 1984 a questionnaire was sent to Ottawa bilingual-program graduates who had been in Grade 13 in 1980 or in 1981. These groups had also been surveyed one or two years after graduation. A survey of the 1983 Grade 13 group was also carried out. Responses were received from about 70 per cent of these graduate groups.

Grade 12 and 13 Responses

The early- and late-entry subgroups made up from 20 to 50 per cent of each of the groups in Grades 12 and 13, which also included some students from separate school programs and from French-language schools. In Ottawa, 80 per cent of respondents at the two levels had taken from 12 to 14 high school courses in French while only 20 per cent of Carleton students had taken more than 11 French courses. Over half of the respondents were taking or planned to take some French in Grade 13.

Students in the Grade 12 and 13 groups tended to rate themselves higher on comprehension of spoken or written French than on writing or speaking the language. About three-quarters of the students felt confident about their ability to understand the language but only about 40 per cent indicated they could write or speak with confidence. There appeared to be little difference between the ways the early- and late-entry groups felt about their French proficiency.

The Grade 12 and 13 respondents mentioned the French literature courses more often than anything else in describing particularly good aspects of the programs they had followed. A smaller group mentioned the bilingual exchanges or field trips. More emphasis on the spoken language, better teachers, and wider course choice were the improvements most often suggested.

Most of the Grade 12 students expected to return to high school the following year and about 90 per cent of respondents at both levels planned to seek some sort of post-secondary education. Most respondents indicated that they expected the French language to play some role in their lives, mentioning improved job opportunities for bilingual applicants more often than any other aspect.

The responses of the 1984 Grade 12 and 13 groups were, in general, similar to those of earlier groups in their assessment of the program and their own French proficiency, as well as in their plans for further education. The groups who had followed early- and late-entry immersion programs at the elementary level differed little, except in opinions about the optimal grade for starting immersion.

1980, 1981, and 1983 Graduate Groups

Like other cohorts of bilingual-program graduates, most of the 1983 Ottawa group had completed Grade 13 and obtained the 13 French credits in high school necessary for the "Bilingual Certificate" offered by the board. They generally appeared to feel positively about the French skills they had acquired in the bilingual program. The only negative effect of the program mentioned by more than 10 per cent of respondents was the restrictions it placed on course choice.

About 90 per cent of respondents in the 1983 graduate group, and almost as high a proportion of the 1980 and 1981 cohorts, were taking courses during the 1983-84 academic year, about 80 per cent of them being full-time students at universities and community colleges. Nearly 40 per cent of respondents in the earliest group had obtained a university degree at the time questionnaires were completed. From 80 to 90 per cent of the groups planned to continue their education in 1984-85.

The 1983 graduate group indicated that, in choosing a post-secondary institution, reputation, location, and financial considerations were most important to them, while only 40 per cent of respondents indicated that the institution's French-language facilities had been somewhat or very important to them.

From 25 to 30 per cent of the three graduate groups had taken at least one French course in the previous year or two. The majority were satisfied with their own degree of preparation for the courses they had taken and with the suitability of these courses for their present needs. When asked about the extent to which they had recently used French in situations other than courses, about a third of respondents answered "scarcely at all", while over half indicated that they had used it to some degree in a work situation.

The 1983 graduate group rated their level of French proficiency in reading, writing, listening, and speaking in much the same way as had the Grade 12 and 13 groups and as the other graduate groups had on the earlier survey. Just under a quarter of all the graduates felt their French proficiency had improved recently, while 40 per cent felt they were not as proficient as they had been previously. Respondents' explanations for these changes indicated that perceived gains or losses in language skills were dependent on opportunities to use the language.

About 40 per cent of respondents believed that universities and colleges should play a major role in helping students improve their French and a similar proportion felt that the role should be a modest one. Suggestions as to the nature of the universities' role included ones pertaining to both academic courses in French and the provision of extracurricular activities facilitating language acquisition.

The subjects mentioned most frequently by the 1983 graduate group as being suitable to be taken in French included the social sciences and French literature. Opinion among respondents was divided about the suitability of mathematics, science, and technical subjects.

In answer to a write-in question about recommendations for learning French, about a third of respondents in the 1980 and 1981 graduate groups suggested a bilingual or immersion program. A similar proportion mentioned the importance of exposure to the language outside of the classroom.

About half of the bilingual-program graduates expected to take further courses in French. In general, a higher proportion of graduates expected French to be very important to them in the areas of job opportunities and travel than did so in their private lives.

Concluding Statement

The follow-up of graduates shows that the typical student who followed a "bilingual" high school program in Ottawa had taken a university program in arts or science and had some experience in a job where French was used in the work place. Such students felt that French skills would be an asset in the job market. They thought that their listening comprehension and reading skills were such that they would be confident in a French-language environment, but that their writing and speaking skills would best be described as adequate. Most students felt their French proficiency had decreased since leaving school, but their responses were related to whether they had used French outside of school or taken courses in the language.

The questionnaire to the students who were in Grade 12 and 13 in 1984 gave information similar to that obtained from earlier groups. It will also be particularly useful in locating students as follow-up studies of former immersion students continue with successive cohorts in Ottawa and with graduates of similar programs in other parts of Ontario and in the rest of Canada.

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RELATED WORKING PAPERS

Working Paper 143. Attitudes towards their Program and Plans for the Future of Grade 12 Bilingual-Program Students. November 1981.

Working Paper 146. Grade 12 Student Survey: Year Two, Ottawa and Carleton, Spring 1982. July 1983.

Working Paper 147. The Ottawa High School Bilingual Program: Views of Two Groups of Graduates. July 1983.

Working Paper 160. Grades 12 and 13 Student Survey, Ottawa and Carleton, Spring 1984 (in progress).

Working Paper 161. 1984 Follow-up of Bilingual-Program Graduates (in progress).